

Minority Achievement in Maryland: The State of the State

Final Report



**Maryland State Department of Education
Maryland State Education That Is Multicultural Advisory Council**

September 1998

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The Council coordinates efforts at the local school district and state levels to implement education that is multicultural programs and policies related to curriculum, instruction, student achievement, staff development, and instructional resources. Council members represent each of Maryland's 24 school districts, the Maryland State Department of Education, higher education, and statewide multicultural organizations.

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Minority Achievement in Maryland: The State of the State

This report has been prepared by the Maryland State Education That Is Multicultural (ETM) Advisory Council by authority of the Maryland State Department of Education (MSDE). The report contains data and relevant research. Achievement data were compiled with the assistance of MSDE staff. Recommendations to increase minority achievement are provided by the Advisory Council and include contributions from experts in related fields.

The Advisory Council gratefully acknowledges the Chair, Barbara Dezmon, for completion of the following sections of the report: Introduction, Issues Related to Minority Achievement, The Achievement Gaps, Minority Students in Maryland, and Conclusion to State Data Presentation.

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Most important, the children – all.

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EXECUTIVE SUMMARY

In 1997, the Maryland State Education That Is Multicultural (ETM) Advisory Council was appointed by the State Superintendent with representatives from all local school districts, higher education, and MSDE. The report is an outgrowth of identified concerns at local and state levels about disparities in achievement in Maryland identified by analysis of disaggregated data on a range of student achievement indicators. The Council, chaired by Dr. Barbara Dezmon, prepared the minority student achievement report by authority of MSDE.

The *Minority Achievement in Maryland: the State of the State* report provides information on the status of minority student achievement in Maryland. Recommendations to address these issues are also included in the report for future consideration by the State Board of Education, the Maryland State Department of Education (MSDE), and local school systems. The report has been reviewed by state and national experts on minority student achievement. In addition, a panel of respondents, including state and local leaders, commented on the draft report at the September 1998 State Board meeting. Incorporating input from the above sources, the final report was prepared.

The report discusses a range of achievement issues, including funding equity, school staffing, urban concerns, and poverty. It also includes background information about achievement gaps, specifically for African American and Hispanic students, the largest populations in Maryland for whom disaggregated data indicate significant disparities related to achievement. This report includes national, state, and local school system student achievement data disaggregated by race, ethnicity, and gender whenever possible. Among the indicators of student achievement included in the report are scores on the Maryland School Performance Assessment Program (MSPAP), the Comprehensive Test of Basic Skills (CTBS/5), Maryland Functional Tests, and the Scholastic Assessment Test (SAT). Data on attendance, dropout rates, participation in higher education, and summaries of research findings related to minority achievement are also included.

Far beyond documenting statewide data over time, this report is intended as a guide to educators and the public. It provides compelling insight into issues associated with achievement disparities experienced by minority students in Maryland and the nation as well as recommendations on how to resolve the problem for both state and local educational agencies.

INTRODUCTION

The following pages provide data and commentary that attest to the disparate educational situation of many minority and White students in Maryland. These data should be reviewed objectively, but not from a removed perspective. Over the years, it appears that data have developed an anaesthetizing effect on readers, particularly when repeated again and again. Indeed, numbers have become almost narcotic. The danger in data is that by the time we have percentaged and correlated, students tend to become nothing more than figures, and their plight something that often can be neatly packaged and simply explained in a bell curve. In this era of obsession with statistical significance and rush to analyze factors, we must not lose sight of the most important factor – the human. These data represent children, collectively and, more subtle but most important, individually. Looking at the data for groups, we must think carefully about the fates of each member of those groups, fates that are in large part determined by their academic success or failure. For in each group, there are children who will wake in adulthood with doubtful futures and lesser degrees of freedom.

A major threat to minority students is that, in some circles, their lack of success has gone beyond statistically probable and become tolerable. “Dropouts went down this year.” “Reading scores advanced a couple of points.” “The gaps have closed somewhat.” These and other hope rendering quotes appear unquestioned in the popular media on occasions. While such statements are true at specific points in time, they do not compensate the fact that minority students throughout this nation and state have experienced failure in momentous disproportion, and the trend continues. Of course, there is that always present, if all else fails, idiom, “It’s a national problem.” That statement has been used so much, it’s become a solution to some, to others a reason to accept the status quo. Such statements should be taken with caution, for they may often reflect no more than futile acquiescence or a “misery loves company” mentality.

Some educators view poverty and parental involvement as unalterable causes of failure, but there is a body of research that confirms how schools can and have become formidable variables that contribute to academic achievement and overcome social obstacles. There are numerous instances where the impact of school in education has outweighed adverse conditions of family and community. Background prior to and outside of school should not be casually accepted as the blanket explanation for failure in school. Schools should not rationalize failure by faulting factors beyond their control, but must concentrate on getting the most out of those factors that they can control. Essentially, the focus should be “school effects” on achievement. After all, truly effective schools are those in which all children are successful, regardless of background (Edmonds, 1979, 1986).

This report is not meant to disparage any group or overshadow the fact that there have been some gains by minority students. Rather, it is intended as a step toward rectifying a grievous situation that has persisted far too long. The statistics in this report call for immediate and viable responses to address the disparities – not just add-on strategies for the adversely affected minority groups, but genuine educational reform that explicitly addresses these students at the state and local levels. Furthermore, this is more than just a issue for educational institutions. For valid improvement to occur, widespread, demonstrated commitment of business, state and local governments, and the public is essential. Until citizenry join to aggressively act upon the

reality that this problem did not begin and does not end at the school house door, nothing will change.

As the *Millennium Breach* cautions, we are more and more dividing into two classes, haves and have nots. If this proves true, it will not be because of any action of the children, but due to the social inaction of those who were empowered to do something, and didn't. Whether it is one child or one thousand in this dilemma, the situation must improve. Regardless of race, ethnicity, family income, region, or any other background factor, they are all Maryland's children. The dire condition of education for some minority students has passed the point of critical mass. That it does not bode well for these children, if not altered immediately, is evident. That it will not bode well for this state, if not ceased now, is inevitable.

Barbara Dezmon, Ph.D.

ISSUES RELATED TO MINORITY ACHIEVEMENT

The following section focuses on broad issues related to minority achievement in Maryland. This discussion is not intended to be all inclusive. However, these matters are pervasive in their impact on minority students from a statewide perspective.

Issue: Funding Inequities and Accountability

Inequity in American education derives first and foremost from our failure to educate the children of the poor. Dr. Ronald Edmonds

Education Week's yearly publication *Quality Counts* furnishes data for state to state comparisons on the status of various educational issues. These data are obtained from the U.S. Census Bureau, the National Center for Educational statistics, the U.S. Department of Education, and other agencies that track data related to student and school success. Based on these data, *Education Week* produces a report card on the performance of most states. The 1998 report card gave Maryland a C rating for funding adequacy, a C for equity, and C- (up from 1997's D-) for resources allocation. These ratings are due to such factors as only 61.5 percent of annual education expenditures being spent on instruction and 12.3 percent inequity in per pupil spending among districts throughout the state (Miller, 1998).

Funding disparities are most evident in districts that are urban or have large numbers of poor. That minorities and the poor disproportionately populate urban areas is a demographic fact. Findings show that Maryland's "urban students do worse in science and math than anywhere in this nation" (Miller, 1998). Funding inequities have led to conditions that require what is often referred to as "bailing out" of districts in some states. This practice, which is becoming more widespread across the country, offers needed assistance to troubled districts, assistance that has been often too delayed in coming as educational situations worsened. Bailing out school districts may provide a short term solution, but is not economically feasible for prolonged use. Most important, such practices do not resolve the long-term problem related to school financing that places school districts in "disparate straits." Means of attaining ongoing equitable funding for education should be an imperative issue for the public and government officials throughout the state. Equitable funding of schools is an essential element of a comprehensive strategy to enhance the success of all students.

Beyond sufficient funding, there remains the problem of accountability in spending by educational agencies and school districts throughout this nation. Additional federal, state, and local funding to promote equity often have been provided with little to no return on the dollar relative to academic achievement. These monies may be misplaced in superfluous administrative costs or misdirected to programs that are no more than reinventions of traditional, unsuccessful practices with new names. The public may mistakenly accept these programs or their elevated, well publicized goals as indications of progress in themselves. However, too frequently the funds do not adequately reach or impact the targeted populations of minority and poor students. In short, authentic accountability involves assurances and proof of effective and efficient use of finances, including demonstrable results such as increased achievement.

Educational agencies must constantly hold and be held to this standard. The ultimate costs, fiscal and social, are too high to settle for less.

Issue: Role of Academic Assessment in Achievement

In its comparison of educational assessment protocols among states, *Education Week's Quality Counts* rated Maryland "A-" for "high standards for all children and assessments aligned with those standards" at the state level. *Minority Achievement in Maryland* frequently refers to the Maryland School Performance Assessment Program (MSPAP), a state test battery administered to students to assess school effectiveness and hold schools accountable. MSPAP provides indicators of student achievement in reading, writing, mathematics, language usage, science, and social studies at grade levels 3, 5, and 8. Thus, MSPAP provides a primary window for improvement of minority achievement by enabling educators to focus incisively on minority achievement from both local and statewide perspectives.

Despite the valuable information MSPAP has given regarding the nature of achievement, there has been some controversy regarding its use. There have been accusations of cultural bias. It is appropriate to point out here that this same statement has been directed at the CTBS, SAT, and other assessment instruments. True, there has been cultural bias in testing in this country. The early history of IQ testing is shamefully fraught with it. However, care must be taken in applying that term or accepting it as truth. Cultural bias has become an inflammatory term frequently used, to the detriment of students, to distract from or rationalize failure. But whose – the children's or the schools'?

Testing protocols such as MSPAP establish standards for all students, prefacing standards to which they will be held when they finish school. By setting benchmarks, MSPAP has become a factor in the achievement of minority students in this state. Research shows that when such benchmarks are removed, increased failure insidiously follows (Keisler, 1998). MSPAP does not predispose ethnic minorities or any students not to succeed; rather, it calls schools to account for the education of these and other students, particularly those who are not succeeding. Most important, the assessment does not test students on background, but what they have learned in schools.

The results and gaps related to achievement in this report were not created by CTBS, SAT, and MSPAP. To the contrary, they were revealed through these tests. This revelation provides educators and the public an opportunity to analyze and resolve the adverse situation of many of our students. Blaming testing protocols such as MSPAP does not answer the question of why some of our students, particularly minorities, are not successful. To get rid of the test would be tantamount to killing the messenger because we either do not like the message or do not want to change it. Whatever the motivation, eliminating this test battery will certainly not benefit minority students who, without it, would again be caught in a quagmire of "don't ask, don't tell," a dynamic that surely has contributed to the current disparities. Keisler (1998) offers an acute response to this "blame the test" reaction. In discussing the impact of the SAT on minority students, he states that the test is not the problem. He asserts, "The trouble is with teaching and learning.... We shouldn't confuse the failure of the educational system with the assessment instrument" (p. 60).

Issue: School Staffing and the Diversity Factor

Teacher expertise may be the most significant, measurable factor in increasing student achievement. Sanders (1998), based on extensive research, asserts, “Differences in effectiveness of individual classroom teachers is the single largest factor affecting academic growth of student populations. Teacher effects are cumulative and additive with very little evidence of compensatory effects.”

At the national level, there is growing focus on how the quality of teaching and teacher qualifications affect students’ education. Colleges and universities prepare teachers to teach certain subjects or in certain fields. Having majored or minored at the undergraduate or graduate level or being certified in a certain field is an indication of a teacher’s qualifications to teach that subject. Using the subjects science and mathematics as gauges, NCES (1997) found that in 1993-1994 students in secondary schools that had high poverty (40 percent or more students eligible for free and reduced lunch) or high minority enrollment (20 percent or more minority students) were less likely to be taught by teachers who had majored, minored, or were certified in those subjects. The above and other facets of teacher preparation have profound implications related to academic achievement, particularly for minority students. For example, African American students are too frequently over represented in least effective teachers’ classrooms and under represented in the most effective teachers’ classrooms (Sanders, 1998). Although this report does not largely address the issues of teacher preparation and course assignments as related to Maryland, it is important to point out that these aspects affect the education not just of minorities and the poor, but all students.

School enrollment in Maryland is approximately 36 percent African American, 4 percent Asian, 4 percent Hispanic, and 55 percent White students. Teachers, on the other hand, approach 80 percent White, 20 percent African American, and 2 percent from other ethnic groups (see Table 1). The only staff category that resembles the racial/ethnic makeup of the student population is “Principals/Vice-Principals.” Females tend to predominate in school-based positions while males outnumber females in administration, except female African American central office personnel, who outnumber their African American male counterparts by a two to one ratio (15.5% vs. 6.7%).

This report does not promote the premise that there is a relationship between staff ethnicity and student achievement. Based on extensive study, Sanders (1998) found no correlation between the ethnicity of students and the ethnicity of teachers. However, some educators believe that students are advantaged affectively when they have opportunities to relate to others similar to themselves. A benefit of having more representational staff to work with minority students is apparent in that ethnic matching may enhance empathy between students and staff. These individuals also may be more likely to become effective role models and mentors to their young charges. Hiring teachers who are more proportionally representative of the ethnicity of students may be one approach to enhancing the educational environment for minority students. Another is providing cross-cultural training for staff, preparing teachers to teach minority and culturally diverse students.

Table 1. Statewide Staffing, 1996-1997

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	1,270	6.7	15.5	40.4	35.7	0.9	0.9
Principals/Vice	2,548	8.9	22.6	33.3	34.0	0.3	0.7
Teachers	48,725	4.1	15.7	19.1	59.0	0.4	1.6
Other	14,404	3.6	20.3	8.1	65.2	0.3	2.5
Total	66,947	4.2	17.0	17.7	59.0	0.4	1.8

NOTE: Percentages may not total 100.0 due to rounding.

Cultural comprehension plays a part in setting teacher expectations and establishing positive learning environments. Teachers who have extended knowledge of their students, including their backgrounds and cultures, are equipped to better to help these students make learning connections with the formal curriculum (Darling-Hammond, 1996). A survey of four year colleges and universities throughout Maryland, conducted by the Maryland State Education That Is Multicultural Advisory Council, shows that very few of the teaching institutions require preservice training in diversity. In instances where coursework is required, it usually consists of one course. At best, this can only be considered a superficial approach.

It can not be assumed that teachers prepared in relative cultural isolation are optimally prepared to address the multiplicity of issues within diverse student populations. This conclusion supports the concept of enhanced pre- and post-service teacher training on working with students from diverse cultures. Hrabowski, Maton, & Grief (1998) elaborate on the issue.

Teachers, administrators, and school staff, through their words, actions, and body language, have an enormous impact on the behavior and achievement of students.... A student's academic performance is influenced by teachers' and administrators' perceptions of that student's ability and the expectations they convey.... Expectations and attitudes of teachers and administrators toward children, in general, seem to be based on a number of interdependent factors: race and ethnicity, socioeconomic status, initial test performance, achievement, and even physical appearance. With regard to race or ethnicity, African Americans receive less attention in integrated classrooms. In addition, students from lower socioeconomic backgrounds are more likely to be perceived more negatively than students from higher socioeconomic backgrounds. Such perceptions can contribute to negative performance by students (pp. 11-12).

G. Pritchey Smith (1998) summarizes the problem, "Some of the studies tell us that a majority of our preservice teachers believe that the home background of minority public school students is so bad that it just can't be overcome" (p. 9). Smith continues that he, however, is far less worried about the minority students' backgrounds than about the "backgrounds of cultural and racial illiteracy of teacher education students," as well as attitudes that resist change.

Although there are school systems in Maryland where the enrollment of minority students is largely disproportionate to the number of minority professional staff who educate these students, this report in no way equates gender or race with competency. Increased minority staff is one way of handling issues of school environment for minority students, but it can not replace professional competence. In a recent survey conducted by Public Agenda and Parent Education Network, out of a sample 800 African American parents from across the country, 77 percent responded that school districts should “hire the best teachers possible, regardless of race” (Time to Move On, 1998). Essential to the concept of “best possible,” teachers and other staff must be prepared to appropriately address students’ differences due to race and other diversity factors.

Issue: The Situation of Urban Districts

Urban school districts face a plethora of problems related to student achievement. Major issues in urban school districts include “teacher qualification (the proportion of teachers without permanent certification); class size; instructional materials and learning tools (computers, textbooks, library books, science labs, etc.; parental involvement and community connections” (Wang, 1998). In specifying the problems that urban districts confront, Olson and Jerald (1998b, p. 9) point to “invasive politics, a rapid turnover in administrators, inadequate and ill-spent resources, a shortage of good principals and teachers, conflicts with teachers’ unions, disengaged or angry parents, and apathy – if not outright antagonism – from state lawmakers.” Maryland has experienced these obstacles and sought to overcome them.

Still, according to NAEP 1994 reading test and 1996 mathematics and science test data, this state remains one of those with the highest achievement gap between students in urban and nonurban districts in the nation. For example, on the 8th grade mathematics test, 9 percent of the students in Maryland’s urban districts scored at the “basic or higher” levels compared to 63 percent of students from nonurban districts. Based on data from the 8th grade mathematics and science tests, Maryland also ranks as one of the states with the largest achievement gap between urban and nonurban high poverty schools (Olson and Jerald, 1998a).

There is a widespread misperception that minority students are all concentrated in urban districts. While it is true that minority students are often disproportionately represented in urban areas, the U.S. Department of Education 1994 Schools and Staffing survey shows that 57 percent of minority students are in nonurban districts nationally (Olson and Jerald, 1998c). In Maryland, when discussing urbanicity and the poor, many refer to Baltimore City exclusively. This mode of thought is dangerously misleading, for current and projected population trends indicate that the “demographics of the inner city and its associated problems” are moving to districts heretofore perceived as suburban. For example, Prince George’s and Montgomery counties have experienced serious demographic shifts in the 1990s. During this period, the percentage of poor students in Prince George’s County rose by 85 percent, and 55 percent in Montgomery County. Still, the ratios of poor students between the three districts differ drastically. While 38 percent of Baltimore’s students are poor, the rates are 10.2 percent in Prince George’s County and 6.7 percent in Montgomery County (Miller, 1998).

Maryland ranks among states that have the largest urban achievement gaps nationally. It joins states like Michigan and New Jersey that have central cities that are isolated socially and

economically (Olson & Craig, 1998). Across the nation, some states have had to pursue crucial steps to assist students in troubled districts. In states like New Jersey and Connecticut, assistance has taken the form of what some refer to as “state takeovers.” Although some would criticize this intervention as interference, the fact remains that by the time the states get involved, the academic situation of the students has usually gone beyond perilous.

Issue: The Impact of Poverty on Achievement

We have constructed an educational system so full of inequities that it actually exacerbates the challenges of race and poverty rather than ameliorates them. Simply put, we take students who have less to begin with and give them less in school too. Education Watch: The 1996 Education Trust State and National Data Book

Poverty undermines achievement. To illustrate the connection between poverty and low achievement, Olson and Jerald (1998c) cite findings of the Prospects report that was mandated by Congress. The report, based on a study of 27,000 Title I students, concludes that “school poverty depresses scores of all students in schools where at least half the children are eligible for subsidized lunch and seriously depresses the scores when more than 75 percent of students live in low income households.” The study also revealed that poor students’ academic performance increased when they attended middle class schools. Also, findings showed that there were schools in poor neighborhoods where students succeed well. Such findings suggest that the problem in achievement may not be due to the influence of poor students on schools, but to the influence of schools on poor students.

Poverty among children has risen beyond 20 percent nationally. As of 1996, the U.S. census Bureau reported that one in five children under age 18 in this country qualifies as poor. African American children live in poverty at four times the rate of White children. U.S. Census data indicates that African-American children are more likely to live in concentrated poverty, as that found in centralized cities, than children from other racial/ethnic groups. Hispanic children now make up the ethnic group most likely to live in poverty, surpassing African Americans. Although the percentage for African American children in poverty has declined somewhat recently, the proportional poverty rates for Hispanic and African American children exceeds that of White children three-fold. By the year 2010, projections indicate that half of African American and Hispanic children will be in poverty. NCES poses that the “poor school outcomes” of African American and Hispanic students is associated with the fact that they are more likely to be living in poverty than their White peers. Also, minorities are more likely to attend high poverty schools that generally lack the educational climates and resources of low poverty schools (Social Context, 1997).

The achievement difficulties that minority students experience due to ethnic and cultural differences are compounded when these students are from poor backgrounds. Research establishes a moderate correlation between students’ socio-economics status (SES), parent’s level of income, and academic performance. African American and Hispanic households have 60 percent the median family income of White households. Moreover, African American and Hispanic children are twice as likely as White students to come from homes at or below the

poverty level, often placing them more at risk for poor school outcomes. These factors are important for schools to consider in addressing student needs.

Factors external to the school, such as poverty and parents' education attainment, can adversely affect these students' educational progress. However, conditions in the school continue to play a pivotal part in these students' academic success. The charge to schools is obvious and unavoidable. Schools have to adequately meet the needs of these students and develop educational interventions to eradicate the insatiable culture of poverty that schools across this nation have incessantly fed for years, contributing to a relentless cycle of poverty in – poverty out.

Maryland ranks 15th among the states for child poverty. The percentage of children under age 18 living in poverty has risen from 10.9 percent in 1989 to 15.1 percent in 1995, an increase of approximately 50,000 children. Maryland is one of eight states in the nation where over 70 percent of the children in poverty live in a single city, Baltimore. However, achievement gaps for minorities in Maryland can not be attributed wholly to poverty. For there are districts in Maryland that, while the poverty rates among students are relatively low, still exhibit substantial achievement disparities.

Issue: Perspective on Disparities and Schools

The schools meet their commitment to train for the existing social order in a curious way: they simultaneously homogenize their students and differentiate among them. School socializes as it stratifies. A. Wade Boykin

Achievement disparities experienced by poor and minority students are due to a number of factors, social, political, and educational. Throughout history, social, political, and educational institutions have not appropriately met the needs of these groups. Some researchers pessimistically propose that the situation has become so bad, any hope of substantive change must be viewed in an intergenerational context, meaning that it took generations to reach this dismal state of affairs, and it will take generations to escape it (Miller, 1995). Whether or not this theory is accepted, the reality is that changes are long overdue and must begin immediately. The lack of academic success among many minority students, despite some gains, is a continuing problem in American education. As the minority student population in public schools has increased, the need to resolve this situation has intensified radically throughout this country. Trueba and Bartolome (1997) comment that Hispanic students are “worse off today than in previous decades.” The authors also assert that, due to predominant and increasing numbers, in the Twenty-first Century, the nation's technological and economic future depends on the educational success of these students as well as African Americans and Asians. Essentially, continuing low achievement among minority students will have negative repercussions for this country both nationally and internationally.

Contemporary educational practices fail to prepare African Americans and other minorities to compete with their White counterparts (Rumberger & Levin, 1989). Edmonds (1986) emphasizes how schools affect achievement. He attributes variability in achievement to variability in schools. The impact of school on education outweighs that of home, family, community, and parental

involvement. Thus, achievement is a result of acquiring school skills, not family background. In light of these circumstances, it becomes mandatory that schools pursue reforms and strategies necessary to increase achievement among all groups of students who currently exhibit inordinate achievement deficits. Slavin (1998) defines the nature of the challenge.

There will always be achievement differences, on average, among groups of students. No one realistically expects that children of high school dropouts and those of college graduates will ever perform at exactly the same levels. Yet, these gaps are far greater than they need to be. In particular, differences among ethnic groups are unacceptably high and completely unnecessary. Some portion of these differences results from socioeconomic differences among different ethnic groups, over which schools have no control. Nevertheless, schools can have a powerful impact on the educational success of all children and can greatly increase achievement of disadvantaged and minority children. As educators, we cannot wait for U.S. society to solve its problems of racism and economic inequity. We can and must take action now to prepare all children to achieve their full potential (p. 8).

A primary aspect of the problem is that minority and poor students are often educated from a deficit approach. Because of their sociocultural backgrounds, these children are too often considered culturally deprived and suffering from social pathologies, learning deficiencies, poor motivation, and low self esteem. In the meantime, schools and teachers are viewed as “value-free” and politically neutral in educating these students. (Trueba & Bartolome, 1998). Such approaches at once absolve schools of responsibility and fault students and parents. That these students enter schools not deprived, but different, is often not considered. That perhaps the skills necessary to teach these students are not known or practiced in many school districts is widely overlooked. A growing number of leading researchers stress that schools’ perceptions of minority students and inability or resistance to cross cultures thwart the academic success of minority students (Cummins, 1989; Ogbu, 1992).

Gay (1993) identifies another element of the problem as the persistent Eurocentric nature of schools and schooling in America. Essentially, these norms determine expectations for African-American and other minority students as well as how these students are taught and disciplined, and thus how these students achieve. Too often student success depends on how well minority students meet these standards, excluding their attitudes and perceptions. To address such factors requires that school districts revise systemic educational paradigms to address cultural contexts, including the following: teacher, administrator, and counselor preparation; curriculum revision; teacher recruitment; strategic planning imperatives; and staff development.

The central question that evolves from this discourse regards how the bleak situation has lasted so long. Gottfredson’s (1997) contrast of “Educational Theories of Inaction” versus “Educational Theories of Action” as applied to minority students and their achievement problems provides insight into this phenomenon. Educational Theories of Inaction focus on rationalizations that make the situation of minority students appear unchangeable and, thus, deter actions to better it. These theories are often used to excuse rather than resolve the achievement problems. To the detriment of minority students, these erroneous theories have been either totally or partially adopted by many educators.

Features of An Educational Theory of Inaction

- Explains the outcomes in terms of causes over which educators or school officials have no control
- Makes reference to difficult or impossible to manipulate individual differences, e.g., native endowment
- Makes reference to difficult or impossible to manipulate social influences, e.g., poverty in America, racism in America
- Explains outcomes in terms of causes that can be influenced only by non-school influences

Some Common Theories of Inaction

- Poverty produces poor educational outcomes
- Parents don't value education
- Schools inherit the problems they see from the community
- Avoiding the appearance of doing well in school is adaptive (functional) for minority youths
- Group differences have persisted for a long time and are immutable
- Achievement tests are biased against minorities and do not validly reflect achievement
- Achievement tests and school assessments reflect an incorrect or limited performance criterion (Gottfredson, 1997)

Contrary to the preceding theories, Educational Theories of Action are based on explanations and attitudes that promote actions to correct the situation. These theories view minority students and their potentials from perspectives that suggest ways to improve the situation.

Features of An Educational Theory of Action

- Explains the outcomes in terms of causes over which educators or school officials have control
- Makes reference to manipulable individual differences, e.g., cognitive strategies for learning, effort, persistence
- Makes reference to manipulable social influences, e.g., parental checking of homework, rewards in the home for school effort, educational climate of the school
- Explains outcomes in terms of causes that can be influenced by the school, rather than depending on non-school resources or efforts

Some Potentially Valid Theories of Action

- Increasing the pace of instruction will increase learning
- Instruction at the appropriate level will increase learning
- Increasing the amount of time actively engaged in learning will increase learning
- Providing incentives for effort or improvement will increase learning
- Students will learn more if they accept difficult learning goals and have been taught to reinforce themselves for effort and achievement
- Improving teacher quality will increase the use of effective instructional and classroom management methods (producing the above) (Gottfredson, 1997).

Educators and the public should contemplate which of these theories actually dominates the paradigms related to the education of minority students by which their schools operate.

Overall, the most important reason the achievement gaps persist nationally is that, though student populations have become more diverse, schools have remained homogenous. Too often, even in schools densely populated with minority students, these students are segregated into programs of remediation, removing them from the higher expectations and instructional challenges offered to the majority students. Too often these students become victims of an imposed prophecy that was in place years before they even approached the school doors (Latham, 1998). The 1989 Maryland Report of the Governor's Commission on School Performance noted, "Black and Hispanic students do substantially worse than Whites in school systems that report the results of achievement tests by ethnic groups.... Maryland has serious problems and inequities in providing high quality education to all its elementary and secondary students." Circumstances in 1998 provoke the logical question: Have things really changed? The answer regarding minority students regrettably is – not enough.

THE ACHIEVEMENT GAPS

There are always going to be learning differences. What is not acceptable, however, is the consistent pattern of continuing decline in achievement for selected groups of students. How we can develop an accountability system that is aligned with the extra support required to achieve high standards for every student should be at the core of discussion on achievement gaps. Dr. Margaret Wang

African American and Hispanic Students: A Capsule View of the National Picture

According to the NAEP data, minorities have made some progress in closing the achievement gap between themselves and White students. NAEP results show that large gaps between White and minority students have decreased slightly. African American scores in mathematics and science have increased relative to White students. This situation is partially attributable to African American and Hispanic students' scores rising in these areas while White students' scores stabilized. For example, data related to the trends in mathematics scale scores for 17 year-olds from 1973 to 1996 show African Americans' scores rose from 270 to 286, Hispanic scores rose from 277 to 292, while over this same period scores among White students only rose from 310 to 313. Although minorities have made progress in areas such as reading, writing, and science, achievement gaps, some minor and some large-scale, remain across various age group levels of testing (NAEP, 1997). Data indicate that patterns of achievement of American Indians are close to trends among Hispanics and African Americans, while trends for Asian /Pacific Islanders are more similar to White students (Miller, 1995).

The following section includes brief summaries of major findings on the progress of African American and Hispanic achievement in elementary and secondary education provided by the National Center for Education Statistics. Special focus is given to African American male students because in schools no group is at greater risk. The findings are important nationally and have implications for education in Maryland. The following information should dispel many myths about the two former groups of minority students and point out factors that schools should address. This information also furnishes a preface to the further discussion of minority achievement that follows.

African American Students

In profiling the situation of African American students, NCES portrays a group whose members possess hopes similar to their White counterparts, but for whom the rewards of education have not been as forthcoming.

Black children are less likely to be enrolled in preprimary education and are more likely to be below modal grade for their age. Gaps in reading, mathematics, and science achievement appear as early as age 9, and do not narrow with age. Black students are more likely than Whites to drop out of school, although this gap has closed over time. Black students are no less likely than Whites to have their parents involved in their

schooling, although Black students are more likely to face a disorderly school environment than their White peers. Both Black and White high school graduates follow a more rigorous curriculum than they did a decade ago, but Blacks are still less likely than Whites to take advanced science and mathematics courses or to study a foreign language.

Even though they have similar educational aspirations and take a similar number of academic courses as Whites, Blacks are less likely to make the immediate transition from high school to college. Educational attainment is positively associated with employment and earnings for Blacks, although earnings and employment rates are lower for Blacks than for Whites with the same amount of education. Blacks have lower literacy levels than Whites, both in general and at similar levels of educational attainment (Educational Progress of Black Students, 1995, pp. 20-21).

African American Male Students

Young African American males find themselves in especially desperate circumstances related to academic, vocational, and social success. Their condition has become so increasingly precarious that they have been referred to as an “endangered species.” Reed (1988) provides a dismaying list of facts that describe the academic situation of African American male students.

- The overall mean achievement scores for Black male students are below those of other groups in basic subject areas.
- Black males are much more likely to be placed in classes for the educable mentally retarded and for students with learning disabilities than in gifted and talented classes.
- Black males are far more likely to be placed in general education and vocational high school curricular tracks than in an academic track.
- Black males are suspended from school more frequently and for longer periods than any other student groups.

The educational fates of African American males have become almost entwined in a self-fulfilling prophecy. Lee (1991) cites that this problem is exacerbated by these students being victims of negative attitudes and low expectations from school staff.

Frustration, underachievement or ultimate failure, therefore often comprise the contemporary educational reality of Black male youth. It is evident that Black males from kindergarten through high school tend to experience significant alienation from America’s schools. The consequences of this are major limitations on socioeconomic mobility, ultimately leading to high rates of unemployment, crime, and incarceration for massive numbers of young Black men.

For many young African American males, schools, which should be oases of learning and self-esteem, become hostile environments where success perpetually eludes them. As other students, they attend school wanting more. Yet, for them, schools often serve only to perpetuate a legacy of less.

Hispanic Students

The NCES summary related to Hispanic students shows that they face social and educational situations similar to African Americans. Important among the findings, just as with African American students, parental involvement for Hispanic students is no less likely than for White students.

Hispanic children are less likely to be enrolled in preprimary education. Gaps in reading, mathematics, and science achievement appear at age 9, and persist through age 17, although some of these gaps have narrowed over time. Hispanic students are no less likely than White students to have their parents involved in their schooling, although in some cases Hispanic students are more likely to face a disorderly school environment than their White peers. Both Hispanic and White high school graduates are following a more rigorous curriculum than they were a decade ago. Hispanic graduates are less likely, however, to have taken advanced science and mathematics courses in high school than their White counterparts, but are just as likely to have taken foreign languages. Even though they have lower educational aspirations than Whites, Hispanic students are about as likely as Whites to make the immediate transition from high school to college. However, educational attainment levels are lower among Hispanic than White young adults. For Hispanics, educational attainment is positively associated with employment and earnings, although earnings and employment rates are lower for Hispanics than for Whites with the same amount of education. Among adults, Hispanics have lower literacy levels than Whites, both in general and at similar levels of educational attainment (Educational Progress of Hispanic Students, 1995, p.22).

MINORITY STUDENTS IN MARYLAND: STATE DATA

This section of the report presents a discussion of the statewide data on minority achievement. Data have been selected based on indicators associated with academic achievement. The findings are based upon a general examination of state data disaggregated by race/ethnicity and gender for the 1996-97 school year as well as relevant trend data. Data are available at the Local School System (LSS) level and similar examinations are encouraged at the local level. CTBS/5 data were produced and examined only at the state level. To establish perspective, the following discussion also includes conclusions about certain data and references to research and national findings where appropriate.

DATA SOURCES

National Data

This report uses data from the U. S. Department of Education, the National Center for Educational Statistics (NCES), the Maryland School Performance Assessment Program (MSPAP), the U.S. Census Bureau, the Maryland Higher Education Commission, and the College Board. In addition to providing sources, this section includes brief descriptions of data.

NCES collects data on selected indicators organized under six topics: Access, Participation and Progress; Achievement, Attainment, and Curriculum; Economic and Other Outcomes of Education; Organization and Management of Educational Institutions; Climate and Diversity of Educational Institutions; and Financial and Human Resources of Educational Institutions. To obtain data, NCES conducted 29 studies. The resulting data are the most valid available in the U.S. relevant to the above issues. Additional data comes from the NCES sponsored National Assessment of Educational Progress (NAEP) that provides long term trend assessments of students' performance based on data from nationally representative samples of students.

Through NAEP, NCES follows trends in academic performance by evaluating the average performance of students at ages 3, 13, and 17, or grades 4, 8, and 11. NAEP gathers data by administering a series of assessments in mathematics, science, reading and writing to samples of students throughout the country. Performance levels are measured through the use of "scale scores" that range up to 500. The data are disaggregated by race and gender and statistically analyzed in order to obtain between group comparisons.

Maryland State and Local School System (LSS) Data

State and LSS data have been compiled from a variety of reporting programs and sources. At present, the Maryland State Department of Education (MSDE) uses five race/ethnicity (shortened to "race" in the accompanying data presentation) categories: American Indian/Alaskan Native (shortened to "American Indian"), Asian/Pacific Islander, African American, White, and Hispanic. Data are disaggregated, when possible, to the gender within race/ethnicity categories. Differing data collection processes do not always permit this level of reporting, e.g., Title I data are available for race/ethnicity or for gender but not for gender within race/ethnicity categories.

Some race/ethnicity, gender, or gender within race/ethnicity categories may have no cases or very few cases. Results are not reported if a category has fewer than five (5) cases; in these instances an asterisk (*) is used to indicate one to four cases in a category. Instances where there were no cases, NA (Not Applicable) is used to indicate no cases in a category. These situations seldom occur at the state level, but are commonplace at the LSS level.

The following descriptions define the type of state data contained in the tables in the report and the ways in which these data were obtained. Some calculations can only be accomplished by the

use of complicated algorithms and will only be conceptually rather than operationally defined. The data presented in the accompanying tables are for the school year 1996-97.

- **Total Enrollment** – The number of students enrolled in Prekindergarten through grade 12 as well as ungraded students as of September 30.

Source: Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools, September 30, 1992 – 1996.

Percent by Race – The percentage of all students represented by the members of each race/ethnicity category.

Percent by Race and Gender – The percentage of all students represented by each gender within a race/ethnicity category.

- **Enrollment** (by grade) – These are the actual counts of students by gender within each race/ethnicity category at each grade level for Prekindergarten through grade 12 and ungraded students, as well as the total enrollment.

Source: Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools, September 30, 1992 – 1996.

- **Attendance** – The percentage of students present in school for at least half the average school day during the school year.

Source: Maryland School Performance Program Reports 1992-93 to 1996-97.

Grades 1 – 6 (Elementary) – The percentage of each gender within each race/ethnicity category in grades 1 through 6 who were present for at least half the average school day.

Grades 7 – 12 (Secondary) – The percentage of each gender within each race/ethnicity category in grades 7 through 12 who were present for at least half the average school day.

- **Dropouts** – The percentage of students in grades nine through 12 by gender in each race/ethnicity category who withdrew from school before graduation or before completing a Maryland-approved educational program during the July-to-June academic year. The State dropout rate is presented as a point of reference.

Source: Maryland School Performance Program Reports 1992-93 to 1996-97.

- **Suspensions** – An unduplicated count of students suspended during the 1996-97 school year. Data were available only for race/ethnicity and gender categories.

Source: 1996-97 Student Suspension Report.

Percent of Group – Percentage of each gender and each racial/ethnic group who were suspended at least once.

Percent of All Suspensions – Percentage of all suspensions represented by each gender and each race/ethnic group.

Total Suspensions – Count of students in each gender and each racial/ethnic group who were suspended at least once.

- **Title I** – Percentage of all students receiving Title I services represented by each gender and each racial/ethnic group.

Source: 1996-97 Federal Title I Report.

- **Special Education** – Students with disabilities who had Individualized Education Programs (IEPs) and who were receiving services as of December 1, 1996.

Source: Maryland Special Education Census Data, December 1, 1996

Percent of Group (by race/ethnicity) – Percentage of each racial/ethnic group receiving services.

Percent of All (by race/ethnicity) - Percentage of special education students represented by each racial/ethnic group.

Percent of Group (by gender within race/ethnicity) – Percentage of each gender within each racial/ethnic group receiving services.

Percent of All (by gender within race/ethnicity) – Percentage of special education students represented by each gender within each racial/ethnic group.

Total – Count of special education students by each gender within each racial/ethnic group.

- **Staff** – Percentages of selected personnel categories represented by gender within African American, White, and all other racial/ethnic groups combined along with total counts for the selected personnel categories.

Source: Professional Staff by Assignment, Race/Ethnicity and Gender, Maryland Public Schools, October, 1996.

Central Office – Percentage of combined central office administrative personnel represented by each gender within each racial/ethnic group.

Principals/Vice Principals – Percentage of combined school-based administrators represented by each gender within each racial/ethnic group.

Teachers – Percentage of combined school-based teachers represented by each gender within each racial/ethnic group.

Other – Percentage of other personnel who provide professional student services, e.g., guidance counselors, psychologists, etc. represented by each gender within each racial/ethnic group.

Total – Percentage of all selected personnel categories combined represented by each gender within each racial/ethnic group.

- **MSPAP** – Percentage of all students by gender within racial/ethnic group who scored at the satisfactory level (proficiency levels 1, 2, or 3) on the Maryland School Performance Assessment Program (MSPAP). Results are presented for each of the six tested content areas (Reading, Writing, Language Usage, Mathematics, Science, & Social Studies) at each of the three tested grade levels (3, 5, & 8). Results for all students at the state level are presented for each content area at each grade level as a point of reference.
Source: Maryland School Performance Program Reports, 1992-93 to 1996-97.
- **MSPAP Composite Index (CI)** – The CI is a single measure of school performance using combined MSPAP content area results. It is reported at the three tested grade levels and as a total school result. The CI is essentially the ratio of the sum of all content areas passed at the satisfactory level (the sum of students scoring at the satisfactory level for each content area) to the sum of all possible content areas (the sum of 6 times the number of takers plus absent/excused students). The results are presented by gender within racial/ethnic group at the total school level. State results for all students at the total school level are reported as a point of reference.
Source: Maryland School Performance Program Reports, 1992-93 to 1996-97.
- **Maryland Functional Tests** – Percentage of students by gender within racial/ethnic groups who passed each testing area at grades 9 and 11. The percentages of students who passed at the state level for each content area for both grades are presented as a point of reference.
Source: Maryland School Performance Program Report, 1996-97.
- **Scholastic Aptitude Test (SAT)** – The 1997 results are presented as the means for the verbal and mathematics parts of the test by gender within racial/ethnic group. Students are allowed to take the test at various schools other than their school of enrollment. Results are identified to the school where the student was tested. Since it is unlikely that a student will take the test in another educational jurisdiction in Maryland, MSDE simply aggregates records to the LSS level and assumes that all students belong to that LSS regardless of where the test was administered. Means for the verbal and mathematics parts at the state level are presented as a point of reference.
Source: Maryland State Department of Education, 1998.
- **CTBS/5** – National percentile ranks for each gender within race/ethnicity category are presented for grades 2, 4, and 6 for Reading, Language, Mathematics, Language Mechanics, and Mathematics Computation. There were too few American Indian/Alaskan Natives to report. Each datum indicates the percentage of the national reference group above which each gender/race/ethnicity category scored.
Source: Maryland State Department of Education, 1998.
- **Higher Education** - Data include enrollment, retention, and graduation percentages and trends.
Source: Maryland Higher Education Commission, 1998.

Enrollment

Racial and ethnic diversity among students continues to expand in schools. The number of minority students is growing faster than the number of White students, a trend that will increase in the coming years. National projections show that between 2000 and 2020, there will be 47 percent more Hispanic and 15 percent more African American children aged 5-13, while an 11 percent decrease in the number of White children in that age group is projected (NCES, 1997). Hispanics are projected to become the predominant minority group. By 2050, they will comprise 1 in 5 Americans. 13.5 percent of students in schools currently are Hispanic (Schnaiberg, 1998). This information is pertinent because it reflects the changing demographics in the United States. These shifts have social, economic, and educational implications for the nation and the state.

As shown in Table 2, minority students compose 43.3 percent of Maryland's public school enrollment. White students make up the majority (56.7 %) of public school enrollment with African American students contributing a substantial percentage (35.6%). Statewide data for each grade, pre-kindergarten through grade 12, (see Table 3) indicate that the number of students in each grade becomes smaller as grade level increases, with some minor fluctuations. The ratio of 12th graders to 9th graders is approximately 67%, indicating that the 12th grade enrollment is only about two-thirds of 9th grade enrollment. Asian/Pacific Islanders had the highest ratio at approximately 85%, followed by Whites (73%), Hispanics (64%), African Americans (57%), and American Indian/Alaskan Natives (51%). Females generally had higher ratios of 12th to 9th graders compared to males. Asian/Pacific Islander females had the highest ratio (88%) while American Indian/Alaskan Native males had the lowest ratio (45%).

Over the past five years, enrollment numbers increased across minority ethnic groups (see Appendix). While the percentages for African Americans, Hispanics, and Asian/Pacific Islanders increased, the percentage of White students decreased. For example, between 1992 and 1996, African American student enrollment has increased by 38,487 students, Hispanic by 8,533, Asian/Pacific Islander by 4507, American Indian by 594, and White by 14,254. Essentially, during this same period the rate of enrollment for minorities has risen; African American enrollment is over twice that of White enrollment. According to NAEP projections (1997), there will be an 18 percent increase in Maryland's public school enrollment by 2006. Based on statewide enrollment trends, a significant amount of that increase will be minority students.

Table 2. 1996-1997 Enrollment Percentages

Total Enrollment = 818,583	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.3		3.9		35.6		56.7		3.5	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.2	0.1	2.0	1.9	18.0	17.5	29.1	27.5	1.8	1.7

Table 3. 1996-1997 Enrollment

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	818,583	1,350	1,219	16,319	15,691	147,748	143,581	238,519	225,358	14,959	13,839
Prekindergarten	19,639	51	39	308	235	5,049	4,565	4,577	3,669	588	558
Kindergarten	61,856	158	129	1,125	1,045	11,423	10,740	17,740	16,771	1,422	1,303
Grade 1	68,645	126	117	1,290	1,179	12,828	11,983	19,856	18,572	1,392	1,302
Grade 2	66,645	111	103	1,250	1,214	12,129	11,748	19,396	18,228	1,279	1,187
Grade 3	64,728	112	85	1,297	1,207	11,708	11,204	18,873	18,010	1,166	1,066
Grade 4	63,693	101	97	1,249	1,216	11,197	11,069	18,916	17,726	1,064	1,058
Grade 5	62,178	103	75	1,166	1,133	10,755	10,675	18,675	17,668	976	952
Grade 6	61,962	91	111	1,212	1,117	11,039	10,626	18,364	17,526	960	916
Grade 7	61,268	79	88	1,171	1,188	11,077	10,559	18,282	16,992	985	847
Grade 8	59,236	77	82	1,171	1,145	10,140	10,414	17,563	16,800	908	936
Grade 9	65,307	101	92	1,292	1,320	12,341	12,000	18,535	17,495	1,145	986
Grade 10	56,261	65	78	1,239	1,208	9,662	9,914	16,230	16,043	951	871
Grade 11	49,695	84	55	1,234	1,179	7,764	8,640	14,544	14,571	800	824
Grade 12	44,232	46	54	1,068	1,168	6,463	7,574	13,104	13,390	669	696
Ungraded	13,238	45	14	247	137	4,173	1,870	3,864	1,897	654	337

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

Title I

Title I is a law that provides grants to schools that have sizeable segments of student populations that are poor. When a school has 50 percent low income students, it qualifies for Title I funding. Funds are not directed specifically to the low income students; rather, funding is intended to assist in enhancing programs throughout the funded schools. Funding passes through state education agencies to local school systems. A primary emphasis in the revised Title I legislation is the involvement of parents in their children's education. Title I, as a federal aid program, has been controversial. Criticism has focused primarily on questions of accountability on how funds are spent and how much of funding directly reaches students. Other complaints have related to the design of educationally ineffective programs that have less than expected impact on the achievement of disadvantaged students. Although the emphasis of Title I has shifted from "pull- out" programs to the more favored "school-wide" programs, there is still concern. Burnett (1998) states, "Critics of school-wide projects suggest that many of the perceived benefits reflect administrative convenience rather than a true concern with educational reform or improved outcomes."

Data presented in Table 4 show that in Maryland two-thirds of students receiving Title I services are African American. This is two and one half times the rate for White students. In turn, school districts and schools receive additional federal funds to help make these students successful.

Table 4. Title I Recipients

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Recipients	51.5	48.5	0.4	1.8	65.4	26.1	6.2

Attendance

That school attendance contributes significantly to academic achievement is a logical assumption. Statewide attendance data in Table 5 indicate decreases in attendance by 3.7% from the elementary grades to the secondary grades. This is consistently true for all racial/ethnic groups by gender with Asian/Pacific Islanders showing the smallest decrease and African Americans showing the largest.

Table 5. 1997 – Attendance by Race and Gender

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 1-6 (Elementary)	95.1	94.4	93.8	96.6	96.7	94.4	94.7	95.4	95.3	94.7	94.6
Grades 7-12 (Secondary)	91.4	90.5	88.9	95.3	95.5	87.7	88.4	93.3	93.2	90.9	91.0

Primarily the gaps in attendance between groups of students based on race and gender have remained relatively consistent over the past five years. Data in Tables 6 and 7 show that attendance rates for groups are similar in elementary grades, but that attendance for African American secondary students is particularly low. Attendance rates are also lower for Hispanic and American Indian students in secondary grades. When viewing the attendance data, the reader might assume that all is reasonably well because prevailing percentages are in the 90s or high 80s. But unlike the classroom test, 80s and 90s here may obscure a problem that too many children are too frequently absent from school.

Some disturbing aspects are revealed when the percentages are analyzed in terms of raw numbers. For example, in 1997, there were approximately 105,721 African American students enrolled in grades 7 through 12. Of this number, 87.7% of males and 88.4 % of females exhibited attendance by the state definition. Further analysis shows these percentages to indicate that 12,644 African American students, or approximately 12% of total African American 9th to 12th grade student population in this state, were absent from school for at least half the average school day during the school year. Put another way, 1 in 8 African American secondary students was missing from school at least half a day on a typical school day.

When the number of students exhibiting disproportionate absences is large, some of the attendance problem may be associated with truancy. Truancy is definitely a concern in urban districts nationally. Further, McPartland, Letgers, Jordan, and McDill (1996) pose that truancy often results from students' alienation from school, and alienation can result from the marginalization of poor and minority students by conventional tracking practices in school. Truancy often precedes dropping out (Haslinger, Kelly, & O'Lare, 1996).

Table 6. Attendance Rate Grades 1-6, 1993-1997

Race/Gender	1993	1994	1995	1996	1997
Males					
American Indian	93.3	94.2	94.2	94.4	94.4
Asian/Pacific Islander	96.6	96.9	96.7	96.8	96.6
African American	93.6	94.4	94.1	93.9	94.4
White	95.3	95.6	95.4	95.6	95.4
Hispanic	94.4	94.6	94.5	94.8	94.7
Females					
American Indian	93.3	94.4	93.9	93.7	93.8
Asian/Pacific Islander	96.6	97.0	96.7	96.9	96.7
African American	94.0	94.8	94.4	94.3	94.7
White	95.2	95.5	95.4	95.5	95.3
Hispanic	94.2	94.7	94.4	94.8	94.6

Table 7. Attendance Rate Grades 7-12, 1993-1997

Race/Gender	1993	1994	1995	1996	1997
Males					
American Indian	86.8	88.1	89.1	89.5	90.5
Asian/Pacific Islander	95.1	95.1	95.0	95.5	95.3
African American	87.3	87.7	87.1	87.2	87.7
White	93.1	93.1	93.0	93.4	93.3
Hispanic	90.9	90.4	90.4	91.0	90.9
Females					
American Indian	86.8	86.8	86.5	89.2	88.9
Asian/Pacific Islander	95.3	95.3	95.2	95.6	95.5
African American	87.8	88.5	87.9	88.0	88.4
White	92.9	92.9	92.8	93.3	93.2
Hispanic	91.1	90.6	90.2	91.0	91.0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Dropouts

In this nation, almost two-thirds of students who drop out of school do so before 10th grade. Many students who drop out attend overcrowded and poor schools where they confront low expectations (Schnaiberg, 1998). Dropout rates among African American and White students have declined somewhat in the 1990s. However, the rates for Hispanic students have increased. Students from non-English language backgrounds drop out at a rate 1.5 times greater than their peers from English-speaking backgrounds (Cardinas, Monterel, Supik, & Harris, 1995).

Confronting the Odds: Students At Risk and the Pipeline to Higher Education (1997) lists risk factors that are associated with students who drop out of school before high school graduation. These factors include changing school two or more times between 1st and 8th grades; being in the lowest SES quartile; having average grades of C or lower from 6th to 8th grade; coming from a single parent home; having older siblings who dropped out of high school; and being held back one or more times from 1st to 8th grade. Based on these factors, the report concludes that Hispanics or Blacks are more likely to be at risk of dropping out (NCES, 1997). Some of the major school related factors that cause dropouts include dislike of school in general or a particular school; not getting along with teachers and/or students; disciplinary problems, suspension and expulsions; and not feeling safe (Schwartz, 1995). While some of the factors are uncontrollable by the school, schools can help ameliorate some negative aspects associated with those factors. Other factors are definitely within the scope of the school and should be addressed there.

In Maryland, the rate of graduation has remained stable since 1992. As of 1996, 74.7 percent of Maryland students graduated on time. However, Maryland ranks 18th among other states for dropouts. Since 1989, a total of 86,491 students have dropped out of Maryland schools. Data in Table 8 present comparative dropout rates based on gender since year ending 1993. These rates represent 53,960 students who have dropped out since 1992. A grossly disproportionate number of these dropouts are minority students. Just as compelling, the data, as charted in Figure 1, also reflect a continuing trend of excessive and sometimes extreme disparities between White students and all minority groups except Asian/Pacific Islanders. The data show that while Asian/Pacific Islander students are less likely to dropout than White students, African American, American Indian, and Hispanic students are more likely to dropout. American Indian and African American students, particularly African American males, consistently have the highest rates. In fact, African American students drop out at more than double the rate of their White counterparts across genders.

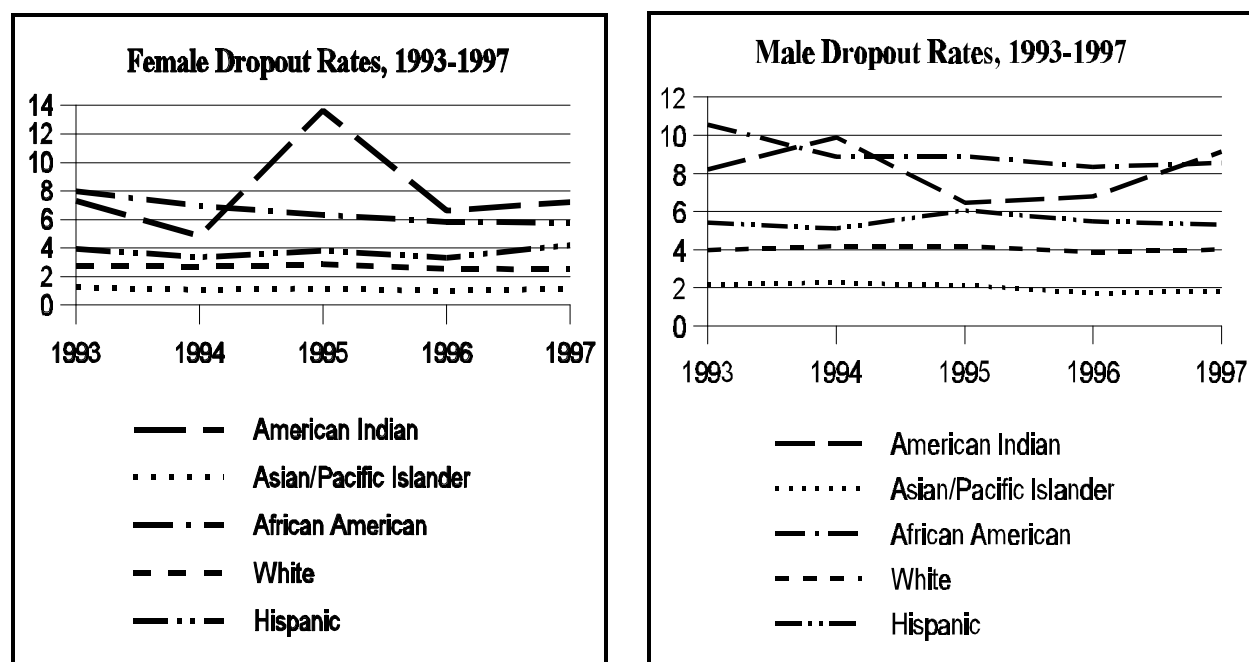
As for current status, data in Table 8 show that during 1996-1997 males had higher dropout rates than females for all racial/ethnic groups. American Indians and African Americans had the highest dropout rates. African American students had the highest dropout rates for both genders. While Asian/Pacific Islanders had approximately half the rate of Whites, African Americans had approximately twice the rate of White students. The seriousness of the issue becomes even more apparent when the percentages are compared to the 4.66 percent rate for the state for 1996-1997, let alone the state goal of 3 percent.

Table 8. Dropout Rate 1993 through 1997, Based of Race and Gender

Race/Gender	1993	1994	1995	1996	1997
Males					
American Indian	8.23	9.88	6.46	6.82	9.17
Asian/Pacific Islander	2.20	2.26	2.14	1.75	1.85
African American	10.58	8.89	8.91	8.37	8.55
White	3.97	4.18	4.19	3.90	4.02
Hispanic	5.42	5.13	6.07	5.50	5.33
Females					
American Indian	7.32	4.89	13.65	6.67	7.23
Asian/Pacific Islander	1.27	1.11	1.19	1.02	1.20
African American	8.02	6.97	6.35	5.86	5.81
White	2.80	2.73	2.88	2.55	2.52
Hispanic	3.98	3.40	3.83	3.34	4.23

NOTE: Dropout rates are based on number of dropouts/ total students served.

Figure 1. Trend in Dropout Rates 1993-1997, Based on Race and Gender



Cogent insight into the dropout gaps is obtained by tracking a cohort of 9th grade students. Data in Table 9 indicate a continuous decrease in student enrollment figures between grades 9 and 12. In Fall 1993, 59,885 students were enrolled in 9th grade in Maryland schools; however, by Fall 1996, when these students would have become 12th graders, the 12th grade enrollment had decreased to 44,232 students, a difference of 15,653 students. 43.6 percent of the decrease is attributable to White students. The majority of the decrease in enrollment is disproportionately associated with minority students, specifically African American students. Findings from enrollment data (see Table 3 and Appendix) show that the total enrollment for African American students either increases or stabilizes from Prekindergarten through grade 9. At grade nine, the decline begins. By 12th grade, the year of expected graduation, there were 37 percent fewer African Americans in the 12th grade than there were in the 9th. Though African American students represent 37 percent of the state's 9th grade enrollment, they represent 53 percent of the decrease by grade 12. In addition, 32 percent of the total decrease in enrollment is attributable to African American males. Of course not every student in the above numbers dropped out, but more than a substantial number did.

Table 9. 1993 through 1996 Enrollment -- Tracked Grades 9 through 12

Year / Grade Level	Amer. Indian	Asian/Pac. Islander	African American	White	Hispanic
1993 - Grade 9	157	2283	22286	33318	1841
1994 - Grade 10	116	2267	17697	30223	1675
1995 - Grade 11	108	2255	15165	28314	1503
1996 - Grade 12	100	2236	14037	26494	1365
Total 4 Year Decrease	-57	-47	-8249	-6824	-476

Table 10 provides the most recent data on numbers of dropouts from Maryland's schools. During 1996-1997, a total of 234,690 students were served in Maryland schools 9th through 12th grades, 116,055 females and 118,635 males. As Table 10 shows, 10,944 of these students dropped out. Surface examination of the data evidences disparities for African American, American Indian, and Hispanic students. Findings from further analysis detail the disparities related to African Americans as the largest minority group when compared to majority White students. Data in Table 11 reveal that though African American students comprise just over one-third of the total students served during the year, they account for over one-half of the total dropouts. White students compose 56.1 percent of students served; yet, African American exceed them by 15 percent in dropouts. African Americans also comprise only 18 percent of students served within each gender group, but they account for over one-half the total dropouts based on gender. Male dropouts substantially surpass female dropouts in both races. At 32.76 percent, the percentage of African American male dropouts is 6 percent less than the percentage for all White students who drop out. In fact, African American males account for one-third of the total dropouts among all students.

Table 10. Dropouts (DO) and Students Served (SS) Grade 9-12 for 1996-1997, Based on Race and Gender

Gender	Total Groups		American Indian		Asian / Pac. Islander		African American		White		Hispanic	
	DO	SS	DO	SS	DO	SS	DO	SS	DO	SS	DO	SS
Female	4313	116055	23	318	63	5239	2426	41784	1633	64741	168	3973
Male	6628	118635	32	349	98	5296	3585	41920	2687	66832	226	4238
Total	10941	234690	55	667	161	10535	6011	83704	4320	131573	394	8211

Note: Students served during year in schools is an adjusted figure and does not equal enrollment.

Table 11. Percentages of Students Served and Dropouts for African American and White Students

Race / Gender	Percentage of Total Students Served	Percentage of Total Dropouts	Percentage of Total Dropouts based on Gender	Percentage of Dropouts within Race
African American	35.67	54.94		
Female	17.80	22.17	56.25	40.36
Male	17.86	32.77	54.09	59.64
White	56.06	39.48		
Female	27.59	14.92	37.86	37.80
Male	28.48	24.56	40.54	62.20

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

The implications for the state of Maryland are clear when certain facts are examined. Nationally, dropouts make-up about one-half of households on welfare and prison populations. The employment possibilities of students who do not complete high school are substantially less than for students who complete high school. For example, the national unemployment rate for dropouts is 11 percent, compared to 7 percent for high school graduates. High school graduates can also compete for more advanced technical jobs than dropouts. The above are broader social and economic considerations; just as important is the loss of individual potential.

Suspensions

Nationally, males are suspended at twice the rate of females. African Americans and Hispanics are more likely to be suspended from school than any other group. Students from low socioeconomic (SES) backgrounds are suspended more frequently than students from higher SES settings. Nevertheless, regardless of SES, African American students are suspended more than Whites or Hispanics. Students who have been suspended are more likely to have “poor school outcomes” and drop out of school than those who have not (NCES, 1997).

In Maryland, a larger percentage of all males (approximately 12%) than females (5%) were suspended. As a percentage of all African Americans, twice the percentage (12%) of that group were suspended compared to any other group. Data in Table 12 show that males overwhelmingly account for the most suspensions (72%) compared to females (28%). African Americans account for the largest percentage (51%) of all suspensions, but are closely followed by Whites (44%). Yet a disparity exists, since the enrollment of African American students is substantially lower than that of White students. This situation becomes much more evident when actual numbers are examined. For example, during the 1996-1997 school year, while there were 172,548 fewer African American than White students in Maryland schools, African American students experienced 5,303 more suspensions.

Table 12. Suspensions Grades K-12,1996-1997

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Group Enrollment who were Suspended	12.1	4.8	7.5	2.6	12.5	6.6	6.2
Percent of All Suspensions	72.3	27.7	0.3	1.2	51.9	44.1	2.5
Total Suspensions =	49,230	18,867	186	833	35,333	30,030	1,715

NOTE: Percentages may not total 100.0 due to rounding.

The importance of discipline and safety in schools is apparent. However, the disparity in disciplinary actions experienced by certain minority students causes concern. Also at issue is the fact that suspensions range from early elementary to high school. Boykin (1986) admonishes that teachers often focus on socializing and conforming students' behaviors, thus emphasizing discipline over academic instruction. Further, teachers' actions are encouraged when they observe students who appear to have conformed, when the students are really just coping. This dynamic raises the questions of how many disciplinary actions are taken in response to actual infractions versus cultural misinterpretations, and how many disciplinary situations could be diminished or avoided through prevention/intervention strategies that include consideration of the cultural realities of many minority and poor students.

Special Education

For over twenty years, over representation of minorities in special education has been a problem. The situation across the country has become so grave that it is now a focus of the U. S. Office of Civil Rights. Nationally, African Americans, Hispanics , and Native Americans are under represented in as many as 70 percent of the gifted programs and over represented in about half of all special education programs. At 3.4 percent, the percentage of African American students classified as educably mentally retarded is more than double that of all students and ten times that of Asian students. African American males are more likely to be designated as educably retarded or learning disabled than their female counterparts (Hrabowski et al, 1998).

In Maryland, the percentages of each racial/ethnic group receiving special education services are roughly equal with the exception of the Asian/Pacific Islanders having only about half the percentage (5.1%) of the other four groups (see Table 13). The distribution of all special education students across racial/ethnic groups is almost identical to the distribution of these groups in the general population. Males, however, are generally represented at a rate of two to one in comparison to females, regardless of racial/ethnic group.

Table 13. Special Education Enrollment by Race and Gender

	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	14.9		5.1		13.7		12.7		10.3	
Percent of All Special Education Students	0.4		1.6		38.6		56.6		2.9	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	18.1	11.2	6.3	3.8	18.3	9.0	16.9	8.2	13.0	7.4
Percent of All Special Education Students	0.2	0.1	1.0	0.6	26.1	12.4	38.8	17.9	1.9	1.0
Total Special Education Students = 103,695	245	137	1,033	597	27,056	12,852	40,215	18,581	1,948	1,031

NOTE: Percentages may not total 100.0 due to rounding.

Comprehensive Test of Basic Skills (CTBS/5)

The Comprehensive Test of Basic Skills, 5th Edition (CTBS/5) is a norm referenced test battery administered to students nationally. The CTBS/5 measures basic skill achievement levels in reading, language, mathematics, social studies, and science. The reading scores indicate student achievement in reading comprehension, word attack, and vocabulary. CTBS/5 reading scores are used because reading achievement is traditionally accepted as the basic skill indicator. Reading comprehension is universally recognized as an enabling skill. Standardized reading scores have also been used throughout the nation as indicators for student placement in either gifted or basic classes.

Although this section of the report focuses on scores from the 1997 test administration, the disparities in minority achievement reflect an ongoing trend over tests and time. In the past, on both a state and national level, African American students continuously ranked lower on CTBS reading, language, and mathematics tests across testing grades 2, 4, and 6 when compared to their White counterparts. Just as notable, as shown in Table 14, African American students generally rank lower than other ethnic groups on current CTBS/5 achievement measures across grades statewide.

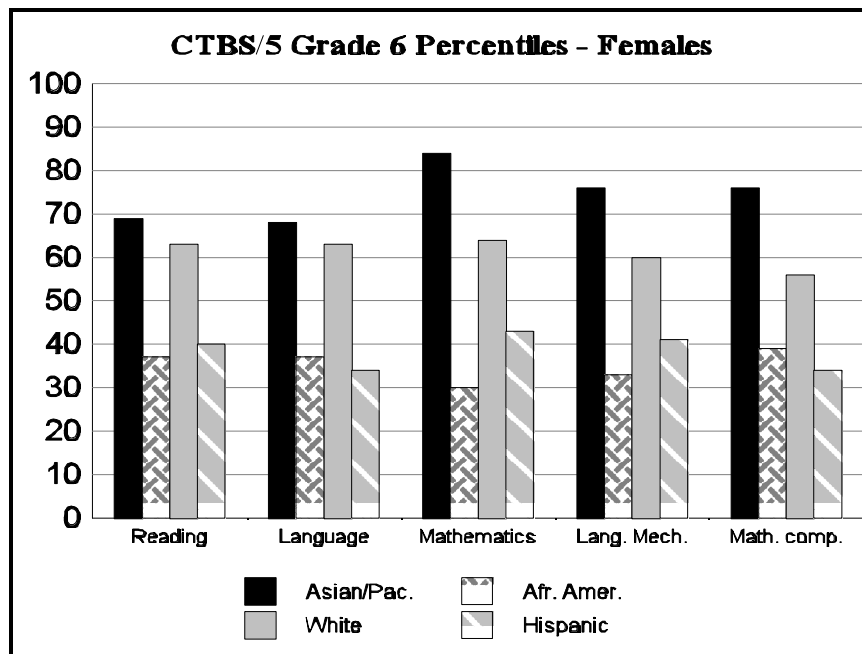
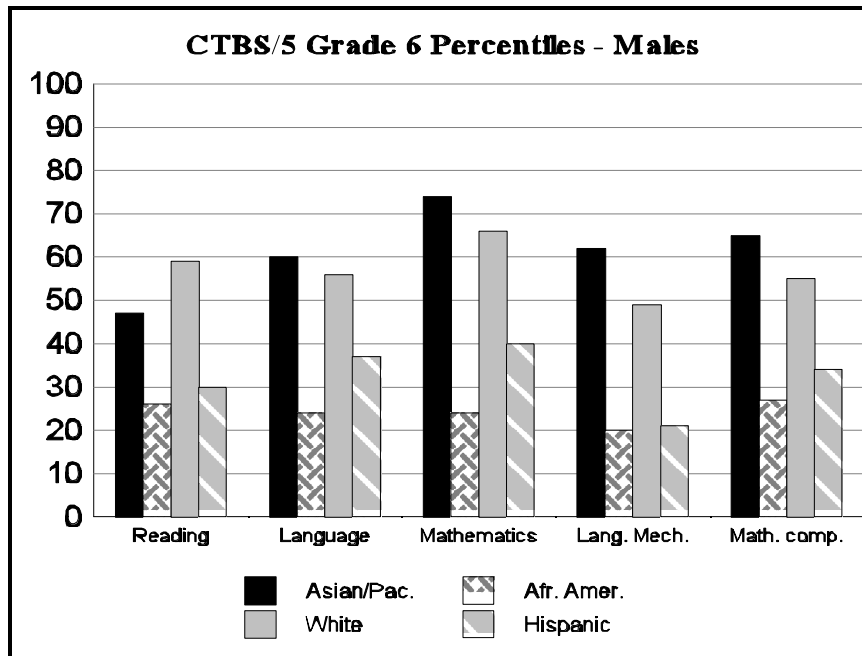
Moreover, there was no clear pattern of gender differences in performance. As presented in Table 14, data from the 1997 testing show that Asian/Pacific Islanders and White students scored consistently higher than other racial groups. The percentile scores of Asian/ Pacific Islander students generally exceed those of their White counterparts. The overall achievement of other minority students in Maryland is notably less than national and local norms for White students. Further review of 1997 CTBS/5 test results show that the achievement percentile gaps between White students and African American and Hispanic students consistently range in the 20s and 30s. These gaps extend to as much as 42 percentile points when comparing the 6th grade mathematics test results of White males to those of African-American males. Charts in Figure 2 graphically portray the gaps in achievement for minorities as of grade 6 testing.

Table 14. Disaggregated State Level CTBS/5 - Spring 1997 National Percentile Ranks

	Asian/Pacific Islander		African American		White		Hispanic	
	Male	Female	Male	Female	Male	Female	Male	Female
Grade 2								
Reading	56	60	25	35	52	63	26	51
Language	42	50	24	30	49	51	24	32
Mathematics	63	46	22	24	60	55	32	49
Language Mechanics	68	75	33	43	54	71	34	46
Mathematics Computation	72	76	26	26	60	60	36	41
Grade 4								
Reading	82	71	30	40	58	66	39	51
Language	77	73	26	38	62	71	44	62
Mathematics	82	76	27	30	68	62	44	44
Language Mechanics	72	81	30	39	59	66	39	59
Mathematics Computation	91	76	28	33	56	57	47	48
Grade 6								
Reading	47	69	26	37	59	63	30	40
Language	60	68	24	37	56	63	37	34
Mathematics	74	84	24	30	66	64	40	43
Language Mechanics	62	76	20	33	49	60	21	41
Mathematics Computation	65	76	27	39	55	56	34	34

NOTE: There were too few American Indians/Alaskan Natives to report.

Figure 2. A Comparison of CTBS Percentiles Rankings by Race and Gender



Maryland Functional Tests

Passing Maryland Functional Tests is required for graduation. Most students who remain in school by the end of the 11th grade have passed the functional tests. However, African American students' pass rates are several percentage points below other racial/ethnic groups and are 11 and 8 points below the state as whole for males and females, respectively. Data in Table 15 arouse a major concern regarding why such disparate percentages of some minority students do not pass these basic tests, that are often passed in middle school, until grade 11. In addition, considering drop out patterns among student groups, another issue is how many minority students have left school before the grade 11 testing. It is appropriate to recall that the dropout rates for African American, Hispanic, and American Indian students were much higher than for White and Asian American students. Data in Table 15 do not reflect the educational status of students who have left school before the end of 11th grade.

Table 15. 1996-1997 Maryland Functional Test Results by Race and Gender

		Percent Passing									
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	94.7	97.6	98.7	99.3	92.3	97.0	98.6	99.3	96.4	97.0
Writing	89.0	78.3	85.5	94.8	97.8	71.9	87.4	92.3	96.8	85.6	93.7
Mathematics	84.9	80.4	79.8	95.9	97.8	66.5	73.0	93.6	94.2	84.8	87.4
Citizenship	84.5	79.3	84.7	92.1	93.1	71.3	73.3	91.6	90.9	75.3	79.5
Grade 11											
Reading	99.6	100.	100.0	99.6	99.7	99.1	99.4	99.8	99.9	98.1	99.2
Writing	98.0	94.5	97.8	99.1	99.3	93.7	97.6	98.8	99.5	97.5	98.2
Mathematics	95.9	93.3	91.1	98.6	99.1	89.6	90.4	99.0	99.0	94.8	94.5
Citizenship	95.5	90.4	93.3	96.9	97.4	90.0	90.9	98.6	98.1	91.3	91.2
All Tests	91.8	85.1	86.7	95.5	96.4	80.8	83.8	96.9	97.0	86.8	87.8

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland School Performance Assessment Program (MSPAP)

The Maryland School Performance Assessment Program consists of a series of tests administered to students in grades 3, 5, and 8. Students are tested in the areas of reading, writing, language usage, mathematics, science, and social studies. Results are based on the numbers of students who achieve satisfactory scores. Under the assessment program, schools and school systems meet state standards when 70 percent or more of their students score at the satisfactory level.

Results for minorities from MSPAP mirror those in CTBS and NAEP. Females tend to do better, in general, than males. Asian/Pacific Islanders tend to do best, followed by White students. With the exception of the Asian/Pacific Islanders, minority students tend to perform lower than the state as a whole. African American students of both genders tend to perform lower than other racial/ethnic groups. The data in Tables 16 through 21 indicate that, at the third grade level, African Americans, Hispanics, and American Indians generally perform less well than White and Asian/Pacific Islander students. As the data in Tables 22 through 33 show, this trend continues for these students in grades 5 and 8. Although these groups have shown some progress since 1993, substantial gaps remain. The greatest disparities occur in comparing the percentages related to African American students.

Data regarding African Americans and Hispanics often reflect intense achievement disparities. A cogent picture of the extent of the achievement gaps is captured in the charts included in Figure 3. These charts plot the percentages of students who performed satisfactorily at the 5th grade level based on race and gender since 1993. Although the charts focus on grade 5, they capture disparities that have been occurring across all the tests and across grade levels. When viewing these charts, facts related to the performance of certain minority students become quite evident. African American, Hispanic, and American Indian students were performing at levels below their White and Asian/Pacific Islander counterparts five years ago. And, over this five year period, they have progressed minimally and insufficiently. Essentially, the achievement gaps are nowhere near closing and, in some instances, have widened.

Maryland State Department of Education
MSPAP State Data
Grade 3

Table 16. Percent at Satisfactory in Reading

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	*	26.0	23.7	22.6	33.0
Asian/Pacific Islander	*	38.2	41.3	47.2	48.8
African American	*	10.6	12.6	13.6	14.7
White	*	34.3	38.4	40.2	42.6
Hispanic	*	22.7	20.3	22.1	27.2
Female					
American Indian	*	35.2	23.5	31.0	34.6
Asian/Pacific Islander	*	47.0	54.2	56.9	59.2
African American	*	17.4	19.9	20.7	22.1
White	*	43.2	48.7	50.3	52.3
Hispanic	*	25.9	30.0	29.8	33.1

* Grade 3 Reading not reported in 1993.

Table 18. Percent at Satisfactory in Language Usage

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	27.6	27.5	29.5	37.2	36.6
Asian/Pacific Islander	44.8	48.0	58.1	61.1	67.7
African American	11.2	13.8	19.7	21.6	25.5
White	28.0	34.3	45.4	47.1	52.7
Hispanic	17.4	20.5	25.6	30.5	37.1
Female					
American Indian	29.2	35.5	42.0	41.2	44.9
Asian/Pacific Islander	59.7	63.0	71.6	74.2	76.1
African American	21.1	24.0	30.3	35.1	39.0
White	43.4	48.5	59.0	61.0	65.6
Hispanic	23.6	26.6	39.7	44.6	48.3

Table 17. Percent at Satisfactory in Writing

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	31.6	30.4	25.7	30.3	26.5
Asian/Pacific Islander	46.2	42.6	48.9	53.1	53.0
African American	16.1	16.7	18.9	20.3	19.2
White	35.1	36.5	42.5	44.3	43.5
Hispanic	25.1	25.7	27.5	30.0	30.8
Female					
American Indian	37.7	40.9	37.3	35.2	28.8
Asian/Pacific Islander	58.9	53.7	59.2	63.8	64.8
African American	25.8	25.4	26.9	29.4	27.7
White	49.0	47.9	53.5	55.1	55.6
Hispanic	31.3	29.1	37.6	36.4	40.4

Table 19. Percent at Satisfactory in Mathematics

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	19.4	22.5	27.0	26.5	31.3
Asian/Pacific Islander	44.7	48.0	56.8	56.9	61.4
African American	7.9	12.6	17.7	14.6	16.5
White	36.6	41.6	52.4	49.3	54.2
Hispanic	16.9	24.4	30.7	27.3	31.4
Female					
American Indian	20.8	25.8	31.3	33.3	35.0
Asian/Pacific Islander	43.9	51.9	63.7	58.5	63.8
African American	10.5	15.9	21.4	18.2	19.2
White	40.3	45.6	55.2	52.9	56.0
Hispanic	16.7	23.9	30.9	30.3	31.8

Maryland State Department of Education
MSPAP State Data
Grade 3

Table 20. Percent at Satisfactory in Science

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	30.6	27.5	26.7	23.2	29.6
Asian/Pacific Islander	47.4	45.3	52.8	48.2	51.5
African American	9.5	13.4	17.1	13.2	15.4
White	37.6	42.2	48.6	44.0	47.3
Hispanic	21.6	24.2	26.5	24.0	29.6
Female					
American Indian	27.4	30.1	31.3	34.1	30.0
Asian/Pacific Islander	51.5	52.4	63.1	54.2	59.7
African American	12.9	18.0	22.8	17.9	19.3
White	44.4	46.4	56.0	51.1	53.6
Hispanic	22.9	26.1	34.6	26.1	32.2

Table 21. Percent at Satisfactory in Social Studies

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	25.5	24.5	28.7	19.2	27.6
Asian/Pacific Islander	43.9	39.1	47.8	36.9	47.6
African American	10.1	11.6	14.9	9.7	13.7
White	38.2	37.6	45.6	34.7	43.5
Hispanic	21.9	21.5	23.3	18.4	26.2
Female					
American Indian	35.8	30.1	22.9	20.5	33.8
Asian/Pacific Islander	49.9	47.3	54.7	43.3	56.2
African American	14.8	17.7	20.6	15.1	18.2
White	45.3	45.4	52.1	42.8	51.7
Hispanic	21.8	22.9	30.1	20.6	27.5

Maryland State Department of Education
MSPAP State Data
Grade 5

Table 22. Percent at Satisfactory in Reading

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	21.3	18.9	19.6	23.5	15.7
Asian/Pacific Islander	36.1	37.0	40.3	42.8	44.7
African American	8.5	10.2	9.1	12.3	14.2
White	25.7	30.8	31.2	36.7	38.1
Hispanic	13.1	17.7	15.3	21.0	21.7
Female					
American Indian	21.6	33.3	23.2	25.0	31.8
Asian/Pacific Islander	46.2	54.5	51.1	52.3	61.8
African American	13.7	19.3	18.3	20.7	23.3
White	36.9	45.1	44.2	49.0	51.4
Hispanic	23.3	25.1	23.7	30.4	34.3

Table 24. Percent at Satisfactory in Language Usage

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	14.6	23.6	25.2	23.5	27.3
Asian/Pacific Islander	37.7	45.1	53.5	60.8	61.8
African American	7.9	13.2	14.7	19.7	21.5
White	25.1	36.6	41.1	47.5	50.7
Hispanic	14.0	23.6	21.2	28.6	30.2
Female					
American Indian	27.3	43.2	34.1	38.9	37.3
Asian/Pacific Islander	55.2	63.9	68.3	73.6	77.2
African American	16.8	22.7	27.5	33.3	33.4
White	42.7	50.5	57.1	63.1	63.8
Hispanic	22.3	27.7	33.1	39.8	43.8

Table 23. Percent at Satisfactory in Writing

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	24.7	29.9	30.3	20.2	28.1
Asian/Pacific Islander	47.0	38.3	49.0	52.9	52.5
African American	16.8	13.9	14.9	19.0	16.3
White	38.9	36.2	39.0	45.7	43.0
Hispanic	23.9	24.1	20.4	29.1	25.2
Female					
American Indian	33.0	33.0	34.1	34.3	36.2
Asian/Pacific Islander	56.6	53.7	59.4	65.1	65.5
African American	25.6	20.7	25.2	30.0	26.1
White	50.4	46.4	51.4	58.4	56.0
Hispanic	33.7	24.8	32.8	36.0	34.9

Table 25. Percent at Satisfactory in Mathematics

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	31.5	37.4	30.3	33.7	31.3
Asian/Pacific Islander	59.9	60.7	63.9	67.1	68.7
African American	13.9	15.8	19.0	21.2	19.9
White	49.8	52.5	54.5	59.8	61.1
Hispanic	25.1	31.8	33.4	37.1	37.5
Female					
American Indian	30.7	39.8	34.1	32.4	27.5
Asian/Pacific Islander	65.5	67.5	67.0	70.8	72.9
African American	17.6	20.5	24.9	25.4	25.4
White	52.8	55.6	58.2	62.2	64.2
Hispanic	32.2	31.4	37.8	36.3	38.5

Maryland State Department of Education
MSPAP State Data
Grade 5

Table 26. Percent at Satisfactory in Science

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	27.0	32.7	28.6	29.2	31.3
Asian/Pacific Islander	49.8	53.6	58.0	61.2	64.6
African American	9.6	13.0	15.5	17.1	18.8
White	40.6	47.7	49.6	54.5	58.7
Hispanic	20.2	27.4	28.0	30.0	33.6
Female					
American Indian	31.8	37.5	27.8	34.3	23.2
Asian/Pacific Islander	54.7	61.0	61.9	68.5	70.7
African American	14.2	18.4	21.6	24.3	23.3
White	47.3	53.0	56.1	61.4	62.2
Hispanic	28.0	28.9	32.3	34.2	38.7

Table 27. Percent at Satisfactory in Social Studies

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	27.0	22.4	25.2	32.6	31.3
Asian/Pacific Islander	48.0	39.4	50.9	55.1	54.8
African American	10.7	11.3	14.8	17.4	18.8
White	36.5	39.6	45.3	52.4	52.7
Hispanic	21.0	23.7	25.0	28.2	27.7
Female					
American Indian	27.3	36.4	28.6	33.3	31.9
Asian/Pacific Islander	52.5	49.8	56.0	63.1	64.0
African American	15.7	16.0	21.4	23.8	25.5
White	43.8	45.7	52.9	57.8	59.9
Hispanic	26.6	24.0	30.9	35.0	34.5

Maryland State Department of Education
MSPAP State Data
Grade 8

Table 28. Percent at Satisfactory in Reading

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	7.6	23.2	13.9	17.2	14.7
Asian/Pacific Islander	33.8	32.4	38.0	41.6	36.7
African American	5.5	6.4	8.6	8.1	7.9
White	23.2	24.5	27.9	28.8	25.5
Hispanic	13.5	11.9	14.9	15.0	15.0
Female					
American Indian	38.1	27.1	22.8	21.5	26.6
Asian/Pacific Islander	54.0	49.0	51.6	56.1	53.0
African American	14.2	13.8	17.9	17.8	17.9
White	40.4	37.4	42.7	45.1	41.4
Hispanic	20.0	18.1	23.7	26.4	24.3

Table 30. Percent at Satisfactory in Language Usage

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	22.7	35.7	38.9	31.8	26.3
Asian/Pacific Islander	50.5	59.5	63.6	66.4	63.4
African American	12.4	16.4	23.9	24.4	22.1
White	34.3	43.7	51.2	52.4	48.2
Hispanic	19.9	23.5	34.7	33.0	30.7
Female					
American Indian	55.6	40.7	49.1	48.1	57.0
Asian/Pacific Islander	67.9	71.0	79.8	82.1	79.5
African American	28.8	33.8	43.8	44.3	40.0
White	55.4	62.2	73.0	73.8	69.1
Hispanic	33.0	34.2	54.5	51.0	50.3

Table 29. Percent at Satisfactory in Writing

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	18.2	38.1	20.9	28.7	25.3
Asian/Pacific Islander	47.3	58.2	54.4	55.9	56.1
African American	14.1	18.4	16.5	18.1	18.0
White	35.6	44.5	40.9	42.2	41.3
Hispanic	23.6	26.8	24.9	25.6	24.7
Female					
American Indian	49.2	38.4	40.0	37.5	50.0
Asian/Pacific Islander	63.1	69.4	70.3	71.7	71.6
African American	27.4	34.2	33.4	34.4	34.6
White	52.8	61.3	61.7	62.2	61.6
Hispanic	27.8	36.7	42.6	40.2	44.4

Table 31. Percent at Satisfactory in Mathematics

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	25.8	32.1	31.8	41.4	39.2
Asian/Pacific Islander	58.9	63.3	63.4	65.4	68.9
African American	10.2	13.1	15.2	14.7	17.6
White	47.0	51.8	52.0	55.8	59.4
Hispanic	23.0	24.8	30.2	30.2	38.3
Female					
American Indian	39.7	32.6	31.3	28.8	45.0
Asian/Pacific Islander	59.9	62.9	68.3	70.6	72.0
African American	12.5	17.5	22.7	19.7	21.4
White	49.4	54.4	57.7	59.8	62.1
Hispanic	21.4	24.7	34.3	31.6	35.2

Maryland State Department of Education
MSPAP State Data
Grade 8

Table 32. Percent at Satisfactory in Science

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	*	34.5	28.2	33.3	41.8
Asian/Pacific Islander	*	59.9	66.1	67.8	64.5
African American	*	13.1	18.5	17.9	18.7
White	*	49.2	55.5	55.7	54.3
Hispanic	*	25.8	32.0	30.7	36.1
Female					
American Indian	*	33.7	33.9	35.0	46.3
Asian/Pacific Islander	*	62.0	71.1	74.4	73.1
African American	*	19.6	26.1	26.9	27.3
White	*	54.3	62.7	64.8	63.2
Hispanic	*	25.8	36.2	40.2	37.4

* Grade 8 Science not reported in 1993.

Table 33. Percent at Satisfactory in Social Studies

Gender/Race	1993	1994	1995	1996	1997
Male					
American Indian	9.1	26.2	21.8	20.7	26.6
Asian/Pacific Islander	38.6	47.1	50.9	49.1	56.4
African American	6.7	9.5	14.2	13.2	18.1
White	27.1	36.4	39.6	40.7	46.4
Hispanic	15.4	16.6	24.0	19.0	28.7
Female					
American Indian	34.9	25.6	25.2	25.0	42.5
Asian/Pacific Islander	48.2	53.1	58.7	56.6	62.3
African American	14.3	17.3	23.6	22.2	26.5
White	40.2	46.4	50.5	52.8	57.0
Hispanic	18.2	20.3	28.5	30.5	34.5

Figure 3. 1993-1996 Achievement Gaps in MSPAP Percentage Trends,
Based on Gender and Race

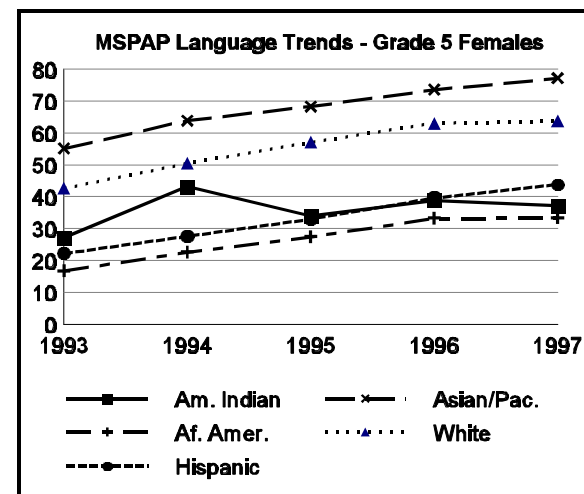
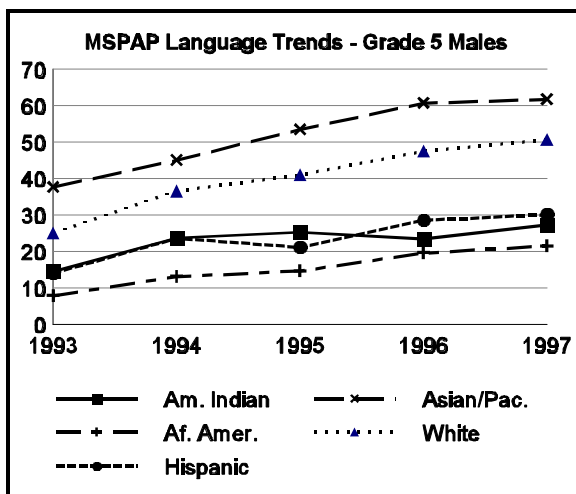
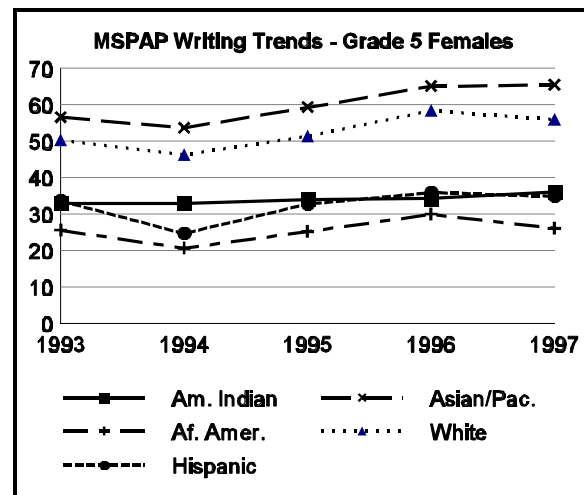
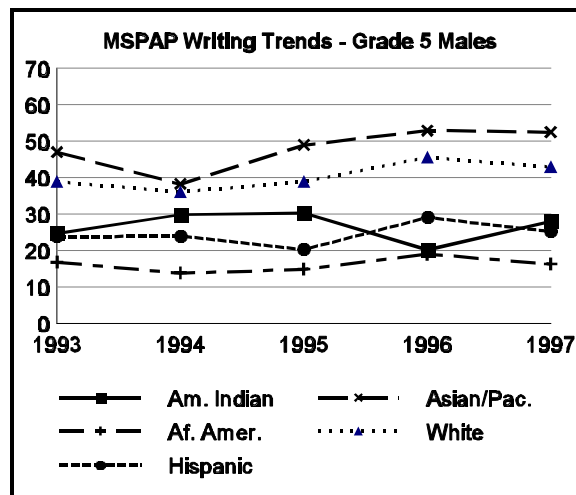
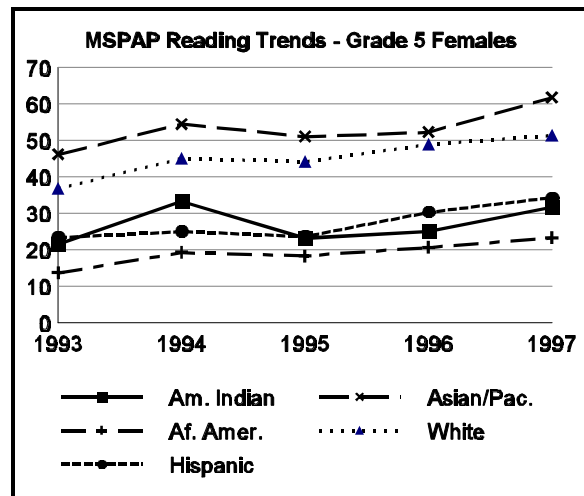
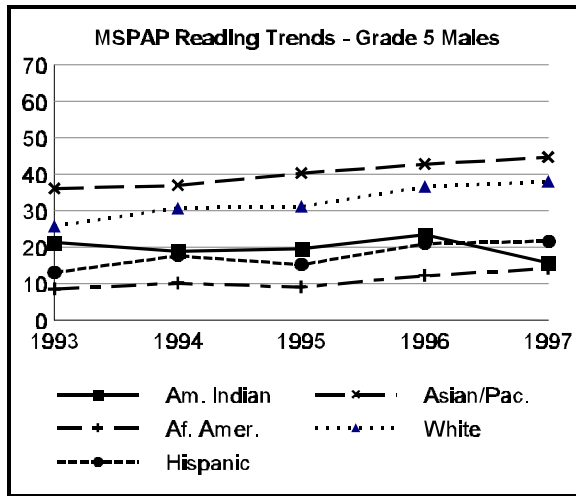
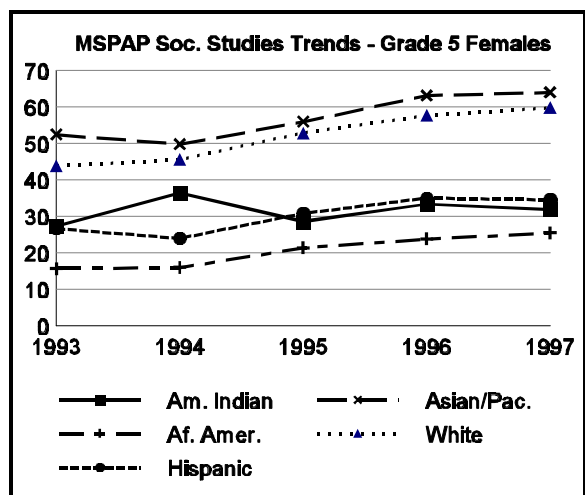
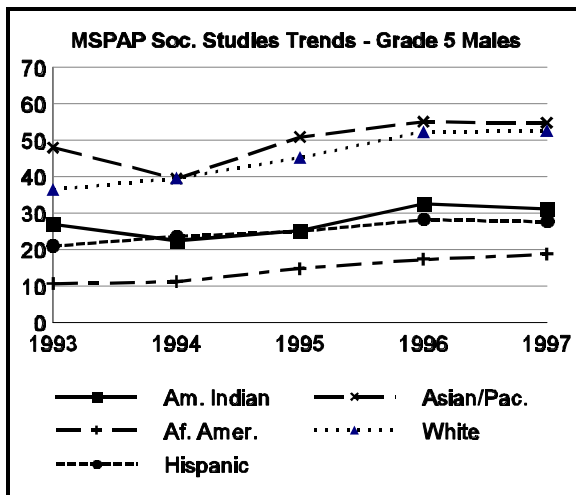
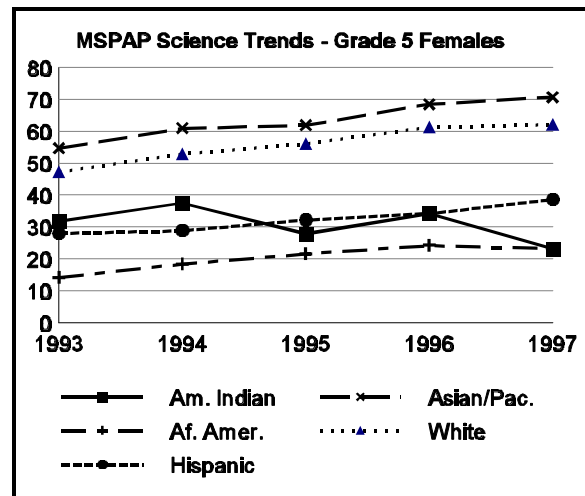
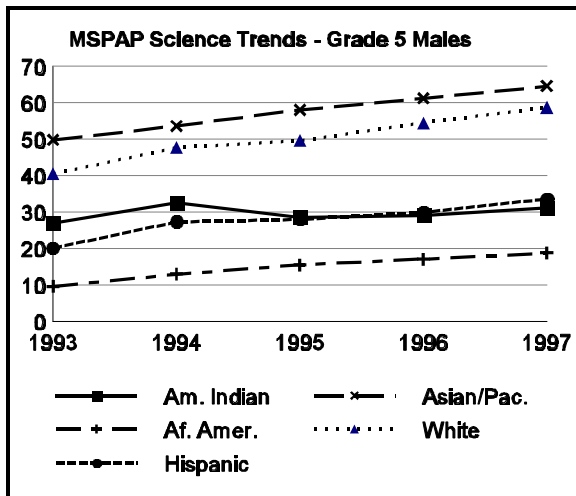
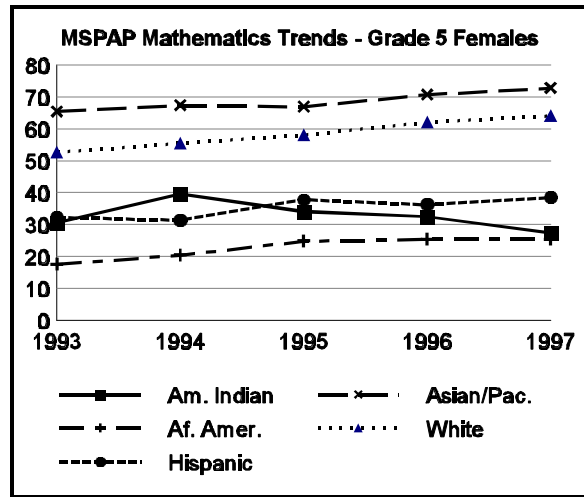
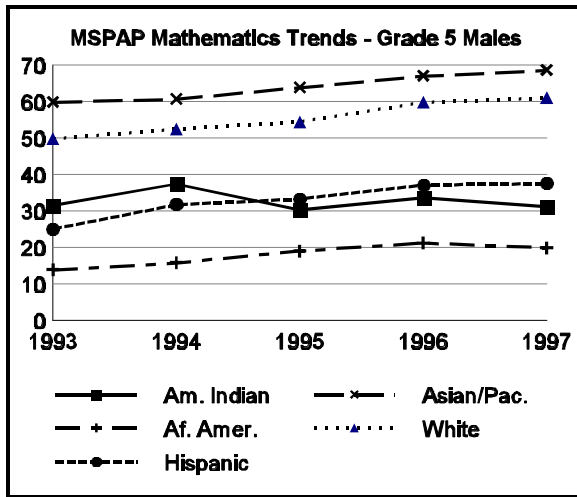


Figure 3. – continued



MSPAP Composite Index (CI)

The Composite Index shows how often students have achieved satisfactory levels across the MSPAP tests and across the aforementioned grade levels. It is essentially a summary statistic of performance. Schools and school systems meet state standards if 70 percent or more of their students score at the satisfactory level. Data in Tables 34 and 35 indicate some progress over the five year period. However, the data also show the continuing disparities experienced by American Indian, African American, and Hispanic students compared to results for Asian/Pacific Islanders and White students. Results for African Americans show the greatest disparities across five years. The ongoing gaps in achievement between groups of students are graphically portrayed in Figure 4.

Table 34. Total School MSPAP Composite Index – Males

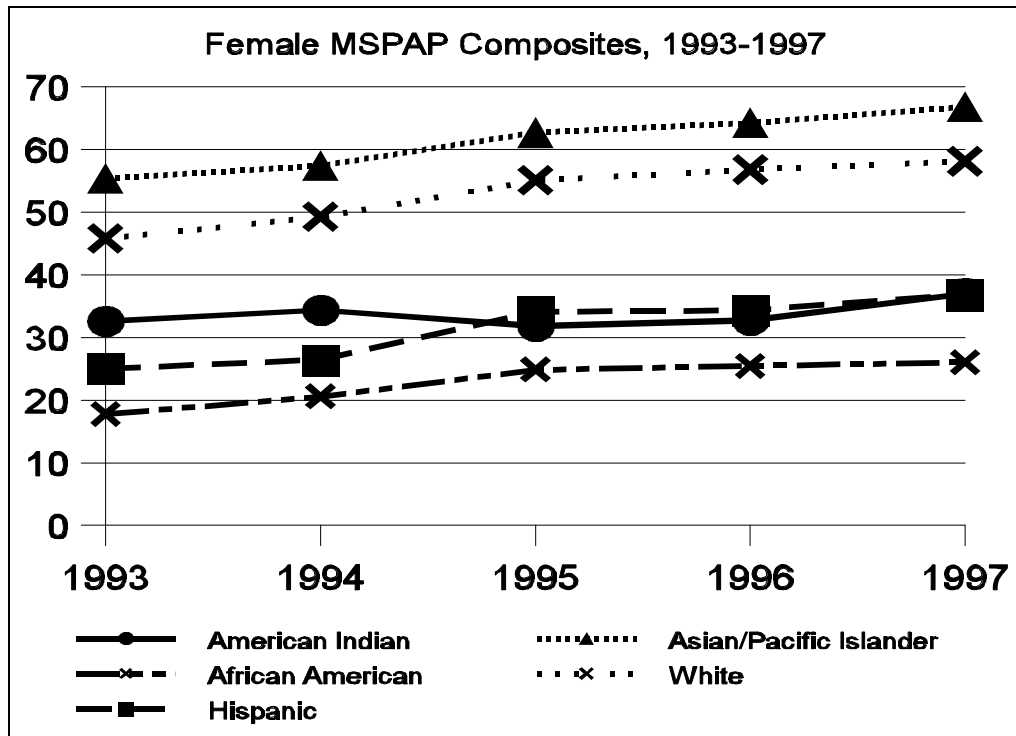
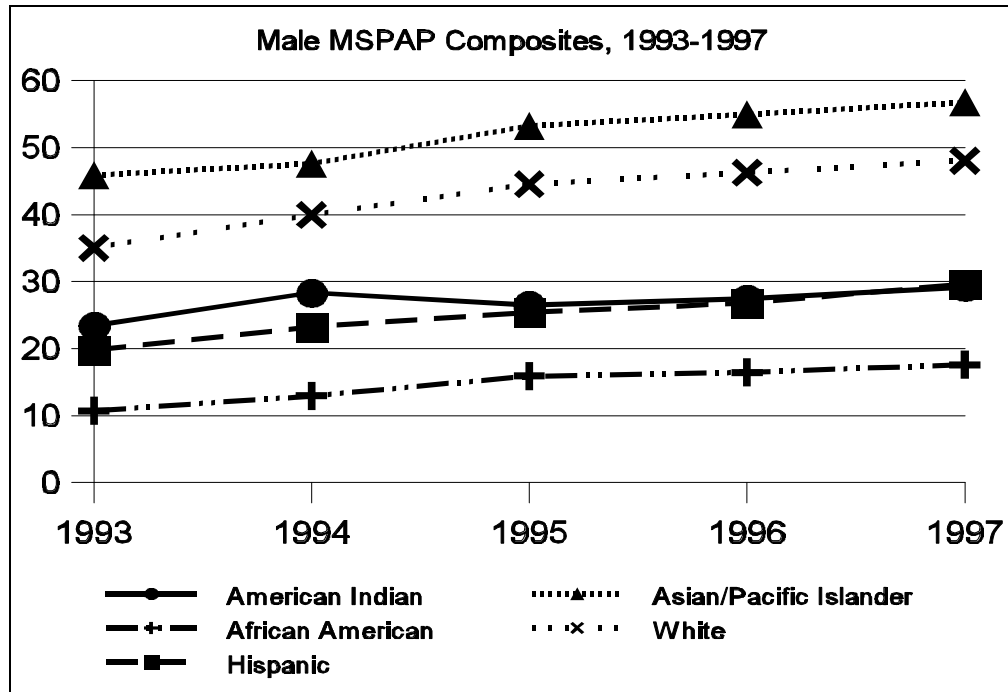
Race	1993	1994	1995	1996	1997
American Indian	23.41	28.31	26.46	27.46	29.17
Asian/Pacific Islander	45.92	47.65	53.28	54.98	56.82
African American	10.73	12.95	15.90	16.46	17.62
White	35.04	39.97	44.55	46.27	48.07
Hispanic	19.77	23.20	25.48	26.78	29.61

Table 35. Total School MSPAP Composite Index – Females

Race	1993	1994	1995	1996	1997
American Indian	32.63	34.36	31.80	32.76	37.05
Asian/Pacific Islander	55.47	57.46	62.74	64.29	66.86
African American	17.82	20.63	24.89	25.47	26.07
White	45.85	49.28	55.11	56.80	58.13
Hispanic	25.11	26.47	34.14	34.35	36.90

Figure 4. – Comparison of State MSPAP Composite Scores 1993-1997,

Based on Race and Gender



The Scholastic Assessment Test (SAT)

The Scholastic Assessment Test (SAT), formerly called the Scholastic Aptitude Test, is administered to college bound high school students to obtain results upon which success in college may be predicted. This test battery plays a major role in college admissions throughout the country. Since 1975, mean scores have risen for minorities nationally. Increases in the scores of college bound Asian American students have been most significant on the mathematics section, where they have generally scored well above the national average. Scores for college bound African American have increased 24 and 34 points on the verbal and mathematics sections respectively. However, as shown in Table 36-1, the average African American student planning to go to college scored about 1 Standard deviation lower than similar White students (on the order of 100 points). Hispanics and American Indians have also experienced increases that range from moderate to significant. Despite these gains, large gaps still persist, particularly for African Americans and Hispanics relative to their White peers. Furthermore, in many instances where it appears gaps are narrowing, it is just as attributable to slight decreases or flatlining of White students' scores (NAEP, 1997). According to the most recent national SAT results, the College Board (1998) reports a continuing trend of substantial gaps in both mathematics and verbal mean scores between White students and American Indians, Hispanics, and African Americans, with the widest disparities for African Americans over the ten year period. See Table 36-1.

Table 36-1. National Ten Year Trends for SAT Scores by Race/Ethnicity

Year	Amer. Indian/ Alaskan Native		Asian/Pac. Islander		African American		Hispanic/ Latino		White	
	Verbal	Math	Verbal	Math	Verbal	Math	Verbal	Math	Verbal	Math
1988	471	466	482	541	429	418	463	463	522	514
1997	475	475	496	560	434	423	466	468	526	526
1998	480	483	498	562	434	426	461	466	511	528

In 1997, Asian/Pacific Islanders and White students in Maryland scored above the state mean scores on both the verbal and mathematics sections while all other racial/ethnic groups scored below the state as a whole (see Table 36-2). Males tended to score slightly better than females, but this was not consistent across racial/ethnic groups. Similar to the national picture, Asian American and White students score above the national mean, while large disparities continue between these groups and other minorities.

Table 36-2. 1997 Maryland SAT Results by Race and Gender

Test	State Data	Mean Scores									
		American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	481.1	484.5	502.9	514.3	429.5	436.1	534.3	529.8	485.1	494.9
Mathematics	505.0	512.7	466.1	582.9	554.8	431.0	414.5	557.9	519.1	509.8	476.3

Higher Education

Since 1972, the national rates for enrolling in higher education for White, African American, and Hispanic students have increased. African Americans had a moderate rise from 27.2 percent in 1972 to 35.2 percent in 1995; Hispanics rose from 25.8 percent to 34.9 percent; Whites went from 32.6 percent to 43.7 percent. Rates for adults age 25 and older from these ethnic groups showed less disparity. However, as of 1995, Whites, ages 18-24, were still more likely to be enrolled than African Americans and Hispanics. Further, African Americans and Hispanics were also less likely to be enrolled in four-year institutions (NCES, 1997). As for school course work, the College Board (1998) reports that African American and Latino students are still less academically prepared for college than other racial groups. Although these students are taking more college preparatory courses, such as chemistry, physics, and precalculus, than a decade ago, their course study remains significantly below that of White and Asian American students.

Between 1976 and 1995 minority enrollment in institutions of higher education almost doubled with the greatest increases represented among Hispanic and Asian Pacific Islanders (Minorities in Higher, 1997). Even so, higher education enrollment rates for African Americans, Hispanics, and low income students still lag behind those of White students. Of the three groups, low income students maintained the widest disparity, with only 34.2 percent enrollment compared to 56.1 percent for middle income and 83.4 percent enrollment for high income students. The rates for attainment of a post secondary degree have risen for all groups. However, based on data from a longitudinal study of degree attainment by high school sophomores from 1980-1992, African American, American Indian, and Hispanic students are still less likely to attain a post-secondary degree or other credential than White or Asian/Pacific Islander students (NCES, 1997).

The total percentage of minority student enrollment in Maryland has risen incrementally over the years. African Americans currently comprise the largest minority enrollment in the state's higher education institutions, followed by Asian Americans. Thus, most of the discussion in this section focuses on African American students. They form the largest minority group at colleges and universities and reflect the greatest disparities. The most significant increase in minority enrollment is attributable to African American students. Between 1986 and 1996, the percentage of African Americans at Maryland's universities and two- and four-year colleges has risen from 15 percent to 22 percent (MHEC, 1998).

Beyond enrollment, from examining the situation of minorities in Maryland's colleges and universities, three important issues arise – retention, graduation, and remediation. Trend data from 1993 to 1996 indicate that Asian students have the highest second year retention rate at four year campuses, followed by Whites and Hispanics, African Americans and American Indians. In general, females exceed males in retention across racial/ethnic groups. The second year retention rate (students continuing from freshman to sophomore year) for African Americans in public four year institutions has risen from 61.4 percent in 1980 to 75.5 percent as of 1996. The gap between African Americans and White students has closed significantly between 1980 and 1996 (MHEC, 1998). However, the retention rates for both African American and White students decline after years 2 and 3 in four year institutions. This decline is more substantial for African American students. Also troubling, the dropout rate for African Americans at community colleges continues to be massive, lessening to 69.5 percent in 1992. African American graduation and transfer rates at community colleges have consistently lagged behind those of White students.

Another area of concern involves graduation rates of students who had enrolled as freshmen on four year campuses. Following cohorts of enrolled freshmen for which six year data are available, graduation rates rose for both White and African American students from 1980 through 1990. The six year graduation rates for African Americans rose from approximately 26 percent for students who enrolled in 1980 to 39 percent for students who enrolled in 1990. Yet, focusing on the 1990 cohort as the most recent example, there is an average 27 percent disparity in the graduation rates between White and African American students. While the 39 percent six year graduation rate reflects improvement, it is significantly below the approximately 67 percent rate for Whites and the 63 percent rate for combined other ethnic groups (MHEC, 1998).

Remediation data refer to students at community colleges or four year institutions who have been assessed as needing remediation in English, mathematics, and/or reading. The data from 1993 to 1995 related to students who need remediation (see Tables 37 and 38) also arouse concern. Essentially, the data reveal a trend in disparities between groups of students requiring remediation. Generally Asian and White students require the least remediation, and African Americans and Hispanics the most. In 1995, the percentages of African Americans (up to 79 percent at community colleges) and Hispanic students needing remediation are disparately large, particularly when compared to their White and Asian counterparts. But even if there were no gap between groups, many of these figures, especially related to the community colleges, are indeed disturbing.

The fact that minority post-secondary enrollment has increased is encouraging. However, this factor has to be considered in light of drop out rates and the numbers who do not attend college. Another major issue is success after enrollment. The disparities in retention and graduation rates experienced by some minority students, particularly African Americans, remain a problem. Essentially, these students are still less likely to enter college, stay, and graduate, and more likely to need remediation if they do enter. All of the above findings have implications for higher education institutions as well as elementary and secondary schools.

Table 37. Percentage of Maryland High School Graduates Who Were Assessed as Needing Remediation in Community Colleges by Gender and Race

	1993		1994		1995	
	Entering Class	% Needing Remediation	Entering Class	% Needing Remediation	Entering Class	% Needing Remediation
African American						
Men	1,090	77%	1,125	78%	1,039	79%
Women	1,444	78%	1,473	76%	1,484	79%
Asian						
Men	309	53%	349	45%	323	42%
Women	304	47%	296	41%	293	39%
Hispanic						
Men	143	69%	128	58%	181	51%
Women	143	71%	160	66%	180	57%
Native American						
Men	29	59%	25	64%	34	59%
Women	30	70%	28	43%	29	48%
White						
Men	4,009	54%	3,813	54%	3,650	56%
Women	4,618	55%	4,411	55%	4,178	55%
Total						
Men	5,696	59%	5,550	58%	5,359	59%
Women	6,662	60%	6,492	59%	6,285	60%

Source: MHEC Student Outcome and Achievement Report

Note: The remediation figure represents percentage of first-year students who were assessed as needing remediation in mathematics, English/and or Reading. Totals include foreign, other race, and unknown race.

Table 38. Percentage of Maryland High School Graduates Who Were Assessed as Needing Remediation in Four Year Public Colleges by Gender and Race

	1993		1994		1995	
	Entering Class	% Needing Remediation	Entering Class	% Needing Remediation	Entering Class	% Needing Remediation
African American						
Men	665	39%	730	41%	766	41%
Women	1,003	37%	1,165	45%	1,220	45%
Asian						
Men	303	11%	326	18%	327	11%
Women	269	11%	293	17%	283	11%
Hispanic						
Men	66	27%	63	44%	75	29%
Women	75	39%	66	26%	80	35%
Native American						
Men	4	50%	7	43%	3	0%
Women	7	43%	5	40%	10	30%
White						
Men	1744	13%	1883	16%	1691	14%
Women	1921	12%	1784	16%	1828	15%
Total						
Men	2810	20%	3071	23%	2922	21%
Women	3310	20%	3357	27%	3468	26%

Source: MHEC Student Outcome and Achievement Report

Note: The remediation figure represents percentage of first-year students who were assessed as needing remediation in mathematics, English/and or Reading. Totals include foreign, other race, and unknown race.

CONCLUSION TO STATE DATA PRESENTATION

There are definite and looming disparities in academic achievement for minority students in Maryland. According to selected achievement indicators, Asian American students excel White students, while African American, Hispanic, and American Indian students generally rank below both of the former groups. Impacted minority students have progressed in some areas; however, the trend in achievement gaps continues. Despite any gains, the gaps for these students over time remain unacceptably substantial. Sometimes when the gaps appear to be closing, it may be due to a dynamic that involves small advances of minority students combined with less or minimized progress among majority or White students. This problem adversely affects the children as well as the state of Maryland and its subdivisions socially and economically. Resolution requires a concerted effort from the public, business, political, and educational arenas. Some communities and schools are joining to address the issue. Still, there is so much more to be done and beyond time to do it.

As stated earlier, although data partially convey the predicament of minority students, numeric symbols can not capture their humanity. Opportunity is widely extolled as the hallmark of this country. In classrooms across this state and nation, minority children, as all children, are asked the perennial question, "What do you want to be?" Their responses include - doctor, teacher, farmer, engineer, etc. No child replies, "A dropout." Yet they will. No child replies, "Unsuccessful." Yet they are. At some points and times in their lives, these children, as all children, have dreams, dreams that depend on education for fulfillment. Thus, if the disparate academic situation of these students is not eliminated, there are consequences – for them, for all. And as past and present conditions show, there are no consequences more dreadful than those of dreams deferred.

Further discussion of such implications is beyond the scope of this report, but not of this state.

RECOMMENDATIONS TO ENHANCE MINORITY ACHIEVEMENT THROUGHOUT MARYLAND

INTRODUCTION

Specific recommendations for policies and programs for MSDE and local school systems to consider to address the issue of raising minority student achievement statewide are presented within this report. The recommendations, compiled by the Maryland State Education That Is Multicultural Advisory Council, are based on effective practices, research, and advice of nationally recognized experts. The recommendations are not all inclusive; however, they may help form a sound foundation for future efforts. Further, these recommendations are offered from the perspective that MSDE and local systems collaborate to implement the most effective strategies to assure that achievement for *ALL* students becomes a reality in Maryland.

RECOMMENDATIONS RELATED TO LANGUAGE IN THE EDUCATION THAT IS MULTICULTURAL REGULATIONS

These recommendations for revisions in the Education That Is Multicultural Regulations (COMAR 13A. 04.05) were developed by the Maryland State Education That Is Multicultural Advisory Council and are addressed to the Maryland State Department of Education. The revisions are intended to ensure meaningful implementation of the Regulations.

Therefore, COMAR(13A. 04. 05) - *Maryland Education That Is Multicultural Regulations* should be amended to include the following language revisions and additions:

Recommendation 1: Related to Planning Component of the Regulation

“Local school system needs assessments conducted as part of their five-year cycles of Education That Is Multicultural planning and assessment shall include findings based on an analysis of disaggregated data related to student achievement.”

“Local school system five-year Education That Is Multicultural plans shall include strategies related to student achievement within each of the plan’s required components (curriculum, instruction, instructional materials, staff development, and climate).”

Rationale

The current Regulations contain no specific planning requirements related to student achievement. Maryland supports strong linkages between including Education That Is Multicultural perspectives and programs in school improvement initiatives and enhancing achievement for ALL students. Maryland’s Education That Is Multicultural Regulations should reflect these linkages.

Recommendation 2: Related to Assessment Component of the Regulation

“Local school systems shall submit their five-year Education That Is Multicultural plans to MSDE for review and evaluation by June 30 of each designated cycle, beginning in 1999.”

“The Maryland State Department of Education shall review and evaluate five-year cycle plans submitted by local school systems beginning in June, 1999, and shall provide appropriate feedback to local school system Superintendents within 60 days of submission in the years in which plans are submitted.”

Rationale

Currently the Regulations require submission to MSDE by local school systems of *Annual Progress Reports* for review, but no requirements are listed for submission and review or evaluation of *Five-Year Plans*. Although the Regulations mandate that MSDE provide appropriate assistance to local school systems, there is no vehicle within the Regulations for MSDE to assure that local plans are comprehensive and meet established criteria.

Recommendation 3: Related to Rights of All Students to Have a Safe School Environment

“All students in Maryland, regardless of but not limited to race, ethnicity, region, religion, gender, sexual orientation, language, socioeconomic status, age, and disability, should be assured educational environments that are safe, optimal for academic achievement, and free from harassment.”

Rationale

The above statement is a reaffirmation of a basic right of students. Students perform best in educational environments that are safe and conducive to their learning. This recommendation is a call for respect of human dignity in all students and recognition of the duty of schools to protect all children or youth in their charge from harm and harassment, regardless of any physical, psychological, or diversity characteristic.

RECOMMENDATIONS TO MARYLAND STATE DEPARTMENT OF EDUCATION

The Maryland State Education That Is Multicultural Advisory council offers the following recommendations to the Maryland State Department of Education (MSDE) in the hope that they will be implemented to reduce and eventually eliminate the continuing gaps in achievement experienced by minority and poor students in Maryland.

Recommendation 1: Maryland State Standards

In order to ensure that all children receive the educational support necessary to perform at the highest levels of academic achievement as measured by the Maryland School Performance Program, it is recommended that the state standards for satisfactory and excellent in mathematics, science, reading, and social studies be extended to apply to the following ethnic, gender, socioeconomic, ESOL, and special education subpopulations of students within a district, as well as the overall population. Therefore, any consideration or recognition of the progress of schools toward standards should explicitly include consideration of results from minority students as well as the overall results. The inherent goal here is to ensure accountability for every student to meet or exceed rigorous performance and achievement standards.

Rationale

Disaggregating achievement data is essential in order to assess, understand, and resolve the problems and issues related to the progress of minority and other student subgroups. The Maryland School Performance Assessment Program (MSPAP), as a testing program, requires that students demonstrate knowledge, understanding, and application skills across subject areas. Under MSPAP, percent standards of Excellent (25) and Satisfactory (70) have been established to provide indicators of student proficiency in reading, writing, language usage, mathematics, science, and social studies. Results of testing are reported based on percentages of students scoring at either of the above levels. These standards set the bar for local school systems. In fact, systems receive awards for their schools' progress toward meeting these standards.

A problematic issue is that minority and diverse groups within student populations are not appropriately represented in the accountability process. Within the current process, minority students may continue to show disparate achievement levels, while schools reflect progress in their overall MSPAP results. For instance, at a satisfactory standard of 70% and with a minority school population of 20%, results for a school could indicate meeting the standard, even if all of the minority students performed below the satisfactory level. The applicable premise here is that minority students' achievement results may be subsumed in the results of the overall population. By basing recognition of progress on overall population of schools, schools may not be held to the same standards for minority children and other student subgroups.

Recommendation 2: Recognition, Awards, and Incentives

As part of MSDE's recognition and incentive programs for schools, disaggregated data should be analyzed to determine if sustained and steady progress has been demonstrated, and that reported progress includes similar gains for all subpopulations. Therefore any consideration of awards to

schools for academic achievement should be based on disaggregated data and include the performance results of minority and other subpopulations as well as the overall population. In addition, evidence of progress should reflect the closing of gaps in achievement levels for all groups of students.

Rationale

The Maryland School Performance Program is based on the premise that “all children can learn,” and that “all children have the right to attend schools in which they progress and learn.” Yet, statewide and local disaggregated data indicate that there are important disparities in achievement for minority students. Maryland currently offers schools recognition and financial rewards for academic excellence. To be recognized for making exemplary achievement gains, these gains must reflect progress for ALL students.

Further, in providing financial incentives and rewards to schools based on performance, MSDE should consider relative funding needs of schools. Granting additional funds through awards to schools that excel in achievement is an admirable practice. However, this practice becomes a luxury when considering that these rewards are often granted to schools that are already economically and academically advantaged. A major study has concluded that increased funding for minority and poor students results in higher achievement scores, while more funding aimed at advantaged students has negligible outcomes (NAEP, 1997).

Recommendation 3: Discretionary Resources

Discretionary resources available to school systems through MSDE should be allocated to support the development of local school system based improvement plans that include strategies to close achievement gaps. Distribution of these funds should be bound to strict accountability procedures and structured qualifications that assure effective selection and implementation of programs.

Rationale

Maryland’s Education Reform Report stresses the need for fundamental systemic change to assure that all students achieve. MSDE should assure that school improvement resources are allocated to support those local plans that are systemic and comprehensive, and that demonstrate accountability in addressing achievement gaps identified by the use of disaggregated data. Proposed initiatives within plans should be detailed and include time lines and explicit benchmarks for evaluation of progress toward eliminating achievement disparities.

Recommendation 4: Achievement Initiatives for Minority Students

MSDE should establish a statewide Achievement Initiatives for Minority Students (AIMS) program to identify and distribute information about exemplary programs and strategies for raising minority achievement. In addition, MSDE's evaluation of existing and new programs should include an analysis of student progress using disaggregated data to determine closing of disparities in the achievement of different groups.

Rationale

There are numerous practices that have effectively addressed minority achievement and reduced disparities. All school systems will benefit from information about such proven practices. In turn, these programs reflect measures of strategic systemic reform to address achievement disparities. [Note: Under the sponsorship of MSDE, the Maryland State Education That Is Multicultural Advisory Council is already scheduled to release a report on promising and effective educational practices for minority students during 1998-1999.]

Recommendation 5: Data Related to Achievement

Along with race, MSDE should intensively investigate the inferential aspects of the relationship between poverty and achievement in local school systems throughout Maryland. MSDE should provide statistics related to the condition of schools serving various and predominant student populations. In addition to funding inequities, information such as the professional education and teaching experience of the staff, spending allocations for instruction, school organization and personnel deployment, use of federal and state categorical funds, use of technology, etc. is important in developing policies to maximize school effects on achievement.

Rationale

Research shows a high correlation between poor school outcomes and the achievement of students from poor family situations. The data, though not available for the current report, should be analyzed in future reports to provide insights on how poverty affects student learning. There is research that indicates that when poverty and race, along with attendance and other student data, are included in analysis of correlates of achievement, race does not appear as a salient factor; however, poverty has consistently been found to be significantly related to student achievement. The relative influence of these factors in Maryland schools should be analyzed in-depth. In addition, there is a lack of information on what makes some schools with a high concentration of students from minority and/or poverty backgrounds successful – a critical database for making informed school improvement decisions.

Recommendation 6: Data on School Effects

MSDE should identify schools with high concentrations of students from poverty and/or minority backgrounds who are academically successful, and identify ways to help other schools focus on positive school effects.

Rationale

Widespread application of effective school practices is feasible and can lead to significant positive learning outcomes for all students, including and especially those who are at risk for failure. Nurturing academic talents among students from minority and/or poverty backgrounds is an area that needs to be emphasized when addressing educational equity issues.

RECOMMENDATIONS TO LOCAL SCHOOL SYSTEMS

The following recommendations for local school systems were developed by the Maryland State Education That Is Multicultural Advisory Council and are intended to assist local systems in their efforts to reduce achievement disparities and provide equity in education for all students.

Recommendation 1: Practices, Programs, and Initiatives

Each local school system (LSS) should demonstrate commitment to student achievement by implementing effective practices, programs, and initiatives that specifically address achievement disparities. Such approaches should include full and rigorous compliance with all components of the Education That Is Multicultural (ETM) Regulation, including curriculum infusion, instruction, staff development, climate, and instructional resources.

Rationale

As the ETM Regulations point out, ETM is not a separate entity, but an educational component that has a significant impact on student performance. It is important that ETM, with accountability, is incorporated in all educational realms, including, but not limited to, curriculum, instruction, staff development, and instructional resources. Such an infusion will contribute to student growth and success and promote student achievement by fostering a positive school and classroom climate that addresses issues of diversity and promotes high teacher expectations for all students.

Recommendation 2: Parent Involvement

All LSS plans should include programs and strategies to promote and sustain involvement of parents and family members of diverse backgrounds, particularly targeting under represented groups.

Rationale

Just as there are levels of parental involvement, there are varying definitions of appropriate parental involvement among groups. Recognizing that fact, parents of all students must be actively involved in an ongoing partnership with schools to address issues of student achievement. Through these partnerships, maximum opportunities can be provided to students to prepare them to succeed in life. To that end, it is essential to identify and use best practices for involving parents who are not normally engaged with the schools.

Recommendation 3: Equity Concerns

Each LSS should formalize policies and procedures to establish a coordinated systemic effort to monitor and address staff, student, and parent equity concerns. These concerns include the issues of student achievement, distribution of resources, and equitable treatment.

Rationale

Effective school reform must include input from those involved in the educational process and be responsive to issues of direct concern to all stakeholders.

Recommendation 4: Achievement Gaps

Each LSS should routinely collect and analyze data disaggregated by race, ethnicity, gender, socioeconomic status, and special populations, and develop and implement strategies to close achievement gaps and provide remedies for disparities reflected in the data.

Rationale

The measure of effectiveness of any educational effort is whether all students, irrespective of their race, ethnicity, economic status, or other diversity factor, are achieving at high levels of performance. Action planning and program implementation amount to little if student achievement is not improved. Hence, staff development, school improvement planning, parent-teacher interaction processes, and other mechanisms must be results driven and tied to data.

Recommendation 5: Diverse Programs

Local school systems should provide comprehensive programs that address their diverse student populations. These programs should seek to develop leadership, promote life skills, and link those skills with academic learning. These programs and services should be appropriate to the developmental stages of students and should also recognize and address the needs of students from diverse backgrounds.

Rationale

The success of Maryland's students depends not only on the academic curricula that is provided by schools. The achievement of students also depends on schools recognizing and responding to students' unique abilities, strengths, and weaknesses, as well as developing and providing appropriate support programs to assist students in reaching their fullest potential. Thus, schools at all levels need to provide programs, including appropriate health, counseling, and other support services.

Recommendation 6: Staff Diversity

Each local school system should develop a concerted plan of action to recruit, support, and retain a diverse teaching and administrative staff with representation throughout the system.

Rationale

A diverse teaching and administrative staff provides students with appropriate role models and contributes to the inclusion of diverse perspectives in education programs. In addition to expanding recruitment efforts, emphasis should be placed on making professional development programs that focus on developing teacher expertise and subject matter competence a priority.

Recommendation 7: Staff Development

Local school systems should provide staff development on working with diverse populations for administrators, teachers, and other educational staff.

Rationale

So much in students' academic success is associated with teacher-student interaction, student perception of school environment, teacher expectations, and appropriate instructional methodologies. Although there are many similarities among learners, there are certain characteristics, such as learning styles and cultural attitudes, that differ. Therefore, it is necessary that teachers receive appropriate training to effectively work with students from various cultural backgrounds.

Recommendation 8: Teachers

Schools should carefully assign students to teachers.

Rationale

Teacher effectiveness is a dominant causative factor affecting student academic growth. Further, teacher effects are so cumulative that if a student receives two rather ineffective teachers in succession the loss in growth is usually not recoverable.

Recommendation 9: Academic Growth

Local school systems should have in place a workable process to assist teachers, administrators, and support staff in learning to use available data in positive, diagnostic ways.

Recommendation 10: Academic Growth

Local school systems, in conjunction with MSDE, should provide for longitudinal measures of students' academic progress, rather than just relying on mean aggregate measures.

Recommendation 11: Academic Growth

Local school systems should set the goal, with necessary accountability mechanisms, that all students should make at least a year's worth of academic growth each year regardless of the starting point.

Recommendation 12: Academic Growth

Local school systems should ensure adequate communication between feeder and receiving schools to avoid excessive reteaching, since that is one of the biggest impediments to sustained academic growth as students change buildings.

Rationale

When there is a downward relation in students' academic gain compared to their prior academic achievement, a phenomenon termed "shed pattern" is often occurring. When this detrimental pattern is observed, instruction is being paced and directed to the needs of the previously lowest achievers in the classroom, resulting in retarded academic growth for the average and previously above average students. Often in the early grades, schools serving high percentages of disadvantaged students at the lower end of their distributions get exceptionally high gains. But as shed patterns persist, the gap in achievement means becomes pronounced in the middle school grades, thus the lag. The lag in average scores is not necessarily attributable to the failure of schools to provide adequate growth opportunities for the early lowest achieving students, rather it is the failure to provide sustained academic growth opportunities for the early above average students within those schools. If students are unfortunate enough to be in classrooms with this pattern for two or three years in a row, then those early average and above average students begin to score at levels considerably below those levels that would have been predicted from their earlier academic performance.

Shed patterns can be observed within suburban, rural and urban schools, but they are observed disproportionately within urban schools serving disadvantaged populations of students. This phenomenon is not an ethnic issue *per se*. Schools that have a preponderance of these patterns will have achievement levels that lag, regardless of the location of the building. However, schools serving a high percentage of minority students are more likely to demonstrate these patterns.

Local school systems should articulate and hold schools and teachers accountable for sustained academic growth rates at reasonable and attainable levels, thus ensuring appropriate levels of progress that all students should obtain. All students should be given the opportunity to make academic progress each year from their starting points, regardless of the school or the classroom to which they are assigned. This involves development and implementation of methods to ascertain that every student's academic achievement is progressive and commensurate with prior achievement from elementary through secondary school.

Regardless of ethnicity or SES factors, all students must be guaranteed the opportunity to make academic growth each year. Furthermore, evidence of students' progress should reflect academic growth regardless of prior achievement levels. Like compound interest rates on wealth

accumulation, sustained academic growth rates will inevitably lead to higher levels of academic achievement, without asking educators to do the relatively impossible – make up gaps that exist between sub-groups in one or two academic years. If a child is reading at a grade-level two years behind, then it is not reasonable for this student to eliminate this deficit in one year. But, if this student has a reading gain of 110-120%, which is attainable and sustainable, and if this rate is continued over grades, then higher levels of achievement will result over time. The most obvious distinction between the very effective and the least-effective schools is the pronounced difference in the percent of cumulative gain over time (Sanders, 1998).

LOCAL SCHOOL SYSTEM DATA

The following pages provide data related to minority achievement in each local school system in Maryland. The data are based on the same achievement indicators as reported and summarized in the preceding discussion of achievement at the state level.

**Maryland State Department of Education
1996-1997 Allegany County Data**

Total Enrollment = 11,190	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.1		0.6		2.8		96.2		0.2	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.0	0.3	0.3	1.5	1.3	49.5	46.7	0.1	0.1

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	11,190	9	5	39	32	164	147	5,542	5,227	15	10
Prekindergarten	220	0	0	1	0	6	3	110	99	0	1
Kindergarten	761	0	1	1	3	11	9	376	354	5	1
Grade 1	793	1	1	1	2	16	7	399	362	1	3
Grade 2	790	0	0	4	3	11	15	402	355	0	0
Grade 3	810	0	0	5	1	11	13	380	397	3	0
Grade 4	777	3	0	3	3	14	13	376	363	1	1
Grade 5	800	1	1	2	1	3	12	392	388	0	0
Grade 6	839	1	0	5	4	8	8	416	397	0	0
Grade 7	839	1	0	3	5	13	5	409	402	0	1
Grade 8	865	0	0	4	0	7	18	408	428	0	0
Grade 9	912	1	0	6	4	19	12	454	414	1	1
Grade 10	925	1	0	0	1	19	8	466	428	1	1
Grade 11	857	0	0	2	1	14	10	443	385	2	0
Grade 12	798	0	1	2	4	7	9	392	381	1	1
Ungraded	204	0	1	0	0	5	5	119	74	0	0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Allegany County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	94.9	*	97.1	97.1	94.9	96.0	95.9	95.8	94.9	*
Grades 7-12 (Secondary)	91.4	*	*	96.5	96.4	93.7	94.2	94.2	93.9	*	*

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	*	*	0.00	7.14	4.76	6.38	3.45	2.81	0.00	0.00

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	9.0	3.3	*	NA	12.9	6.1	NA
Percent of Suspended Students	74.3	25.7	*	NA	5.7	94.2	NA
Total Students Suspended = 685	509	176	1	0	39	645	0

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	50.6	49.4	0.2	0.2	2.7	96.7	0.2

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Allegany County Data

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	57.1		9.9		15.1		14.0		24.0	
Percent of All Special Education Students	0.5		0.4		3.0		95.7		0.4	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	*	*	15.4	*	18.3	11.6	18.3	9.5	*	*
Percent of All Special Education Students	*	*	0.4	*	1.9	1.1	64.3	31.4	*	*
Total Special Education Students = 1,578	4	4	6	1	30	17	1,014	496	4	2

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	23	NA	*	60.9	34.8	NA	NA
Principals/Vice Principals	32	NA	NA	81.3	18.8	NA	NA
Teachers	694	*	*	32.4	67.0	NA	NA
Other	205	NA	*	16.6	82.0	NA	NA
Total	954	*	0.7	31.3	67.8	NA	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Allegany County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	NA	NA	60.0	*	22.2	15.4	30.4	41.3	*	NA
Writing	40.0	NA	NA	60.0	*	36.4	33.3	37.4	44.8	*	NA
Language Usage	49.5	NA	NA	40.0	*	40.0	35.7	49.7	57.1	*	NA
Mathematics	41.4	NA	NA	60.0	*	27.3	20.0	40.4	42.3	*	NA
Science	38.2	NA	NA	60.0	*	27.3	33.3	33.9	40.2	*	NA
Social Studies	35.8	NA	NA	60.0	*	0.0	26.7	27.6	39.2	*	NA
Grade 5											
Reading	35.6	*	*	*	*	*	16.7	30.4	37.6	NA	NA
Writing	39.3	*	*	*	*	*	41.7	34.6	50.5	NA	NA
Language Usage	46.8	*	*	*	*	*	83.3	44.9	61.1	NA	NA
Mathematics	48.2	*	*	*	*	*	25.0	41.4	50.0	NA	NA
Science	46.3	*	*	*	*	*	33.3	42.2	50.8	NA	NA
Social Studies	43.7	*	*	*	*	*	41.7	37.6	46.2	NA	NA
Grade 8											
Reading	26.3	NA	NA	*	NA	*	22.2	15.3	27.7	NA	NA
Writing	42.5	NA	NA	*	NA	16.7	44.4	32.1	44.9	NA	NA
Language Usage	48.8	NA	NA	*	NA	16.7	66.7	41.8	58.7	NA	NA
Mathematics	45.9	NA	NA	*	NA	16.7	27.8	49.5	45.9	NA	NA
Science	45.9	NA	NA	*	NA	0.0	33.3	45.5	48.6	NA	NA
Social Studies	41.0	NA	NA	*	NA	16.7	16.7	35.5	38.9	NA	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Allegany County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	*	*	68.2	*	22.6	34.1	37.3	45.9	*	NA

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	*	NA	100.0	100.0	100.0	100.0	98.4	100.0	NA	NA
Writing	89.0	*	NA	100.0	100.0	88.2	100.0	92.3	98.2	NA	NA
Mathematics	84.9	*	NA	100.0	100.0	76.5	91.7	91.6	94.5	NA	NA
Citizenship	84.5	*	NA	100.0	100.0	100.0	100.0	92.6	94.5	NA	NA
Grade 11											
Reading	99.6	NA	NA	*	NA	100.0	100.0	99.5	100.0	*	NA
Writing	98.0	NA	NA	*	NA	91.7	100.0	97.6	99.7	*	NA
Mathematics	95.9	NA	NA	*	NA	83.3	90.9	97.1	99.2	*	NA
Citizenship	95.5	NA	NA	*	NA	83.3	90.9	98.6	97.9	*	NA
All Tests	91.8	NA	NA	*	NA	75.0	90.9	94.7	97.3	*	NA

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	NA	NA	*	*	*	*	494.2	469.5	NA	NA
Mathematics	505.0	NA	NA	*	*	*	*	519.2	464.1	NA	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Anne Arundel County Data**

Total Enrollment = 72,322	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.2		2.2		18.1		77.9		1.6	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.1	1.1	1.1	9.3	8.8	40.0	37.9	0.9	0.8

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	72,322	57	55	798	827	6,732	6,368	28,895	27,420	627	543
Prekindergarten	930	0	0	13	7	150	120	378	241	17	4
Kindergarten	5,218	4	3	48	49	458	449	2,068	2,035	41	63
Grade 1	6,158	3	3	64	64	597	538	2,386	2,370	80	53
Grade 2	5,957	7	8	76	49	552	564	2,380	2,228	53	40
Grade 3	5,673	2	2	67	67	547	470	2,214	2,199	50	55
Grade 4	5,725	9	3	58	63	500	527	2,316	2,157	46	46
Grade 5	5,695	4	1	65	57	538	502	2,285	2,153	50	40
Grade 6	5,747	3	6	71	63	533	470	2,354	2,150	50	47
Grade 7	5,591	4	4	59	69	523	479	2,288	2,086	41	38
Grade 8	5,433	4	2	54	68	448	484	2,240	2,056	47	30
Grade 9	6,324	7	10	54	90	647	632	2,472	2,316	57	39
Grade 10	5,103	5	2	60	66	505	422	2,016	1,954	37	36
Grade 11	4,547	3	4	63	56	375	394	1,812	1,783	30	27
Grade 12	3,850	2	7	43	58	272	286	1,523	1,612	24	23
Ungraded	371	0	0	3	1	87	31	163	80	4	2

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Anne Arundel County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	95.1	93.2	96.9	96.9	95.1	95.5	95.5	95.5	95.0	95.4
Grades 7-12 (Secondary)	91.4	91.9	93.6	95.9	96.2	92.3	92.1	94.0	93.9	93.2	93.3

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	10.53	0.00	3.48	1.45	6.69	3.91	5.28	2.97	3.68	1.48

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	13.1	5.1	5.4	3.9	17.4	7.5	8.5
Percent of Suspended Students	72.9	27.1	0.1	0.9	34.0	63.5	1.5
Total Students Suspended = 6,568	4,788	1,780	6	62	2,234	4,168	98

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	50.6	49.4	NA	1.5	71.5	22.9	4.1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Anne Arundel County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	18.8		6.3		16.7		13.4		11.4	
Percent of All Special Education Students	0.2		1.0		22.0		75.4		1.3	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	24.6	12.7	7.9	4.7	22.4	10.7	18.1	8.4	14.5	7.7
Percent of All Special Education Students	0.1	0.1	0.6	0.4	15.1	6.9	52.4	23.0	0.9	0.4
Total Special Education Students = 9,977	14	7	63	39	1,510	684	5,230	2,297	91	42

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	63	*	7.9	50.8	34.9	NA	NA
Principals/Vice Principals	202	7.9	10.9	43.6	37.6	NA	NA
Teachers	4,135	1.7	9.0	19.2	69.3	0.2	0.6
Other	1,103	2.6	10.6	12.0	74.0	NA	0.8
Total	5,503	2.2	9.4	19.0	68.7	0.1	0.6

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Anne Arundel County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	*	*	57.8	55.2	19.9	26.9	43.4	52.4	28.2	37.0
Writing	40.0	*	*	55.4	57.6	22.6	30.8	42.3	54.2	36.2	43.8
Language Usage	49.5	*	*	62.5	65.5	32.6	42.5	52.6	65.9	43.6	52.1
Mathematics	41.4	*	*	61.5	54.2	25.4	25.3	56.1	56.1	46.7	39.6
Science	38.2	*	*	49.2	50.8	20.5	23.6	46.7	52.3	36.2	33.3
Social Studies	35.8	*	*	56.9	40.7	18.1	19.8	43.4	51.7	36.2	29.2
Grade 5											
Reading	35.6	*	*	39.7	62.3	21.7	28.7	38.5	50.5	27.5	32.4
Writing	39.3	*	*	52.5	73.6	21.3	31.3	42.4	53.7	33.3	34.3
Language Usage	46.8	*	*	57.6	82.7	27.8	37.6	52.7	64.0	35.9	50.0
Mathematics	48.2	*	*	70.5	84.9	29.6	34.0	65.9	67.0	47.6	57.1
Science	46.3	*	*	62.3	77.4	26.9	30.2	60.3	62.2	40.5	45.7
Social Studies	43.7	*	*	59.0	67.9	26.5	31.5	53.8	59.7	40.5	42.9
Grade 8											
Reading	26.3	*	*	30.2	43.5	6.5	21.1	19.5	34.0	19.0	38.9
Writing	42.5	*	*	45.3	67.1	15.9	38.8	31.4	54.9	31.8	52.8
Language Usage	48.8	*	*	49.0	73.9	20.0	44.4	39.1	62.8	37.2	58.3
Mathematics	45.9	*	*	52.8	61.4	21.5	31.0	52.5	57.9	38.6	30.6
Science	45.9	*	*	52.8	60.0	18.5	36.2	46.2	57.1	47.7	47.2
Social Studies	41.0	*	*	50.9	54.3	18.3	34.7	38.4	51.4	40.9	41.7

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Anne Arundel County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	22.6	40.0	54.1	62.4	22.1	31.6	46.0	56.0	37.2	42.3

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	87.5	90.0	100.0	94.4	93.7	97.0	98.3	99.6	87.0	94.6
Writing	89.0	71.4	88.9	95.2	97.7	83.7	93.3	93.2	98.0	92.7	97.0
Mathematics	84.9	75.0	90.0	97.8	95.6	86.8	85.9	94.5	95.8	80.9	80.6
Citizenship	84.5	71.4	80.0	78.7	85.9	64.9	68.1	87.8	85.3	66.7	61.1
Grade 11											
Reading	99.6	*	*	100.0	98.0	99.7	100.0	99.7	99.8	96.0	96.2
Writing	98.0	*	*	100.0	100.0	98.3	100.0	98.9	99.8	91.7	96.2
Mathematics	95.9	*	*	98.3	100.0	99.0	98.5	99.6	99.3	96.0	100.0
Citizenship	95.5	*	*	95.0	98.0	93.4	92.4	98.9	97.8	92.0	85.2
All Tests	91.8	*	*	95.0	96.0	90.8	91.2	97.6	97.0	92.0	84.0

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	478.7	527.9	488.7	512.4	454.7	452.3	528.7	524.3	508.6	520.0
Mathematics	505.0	523.3	505.0	546.9	532.2	469.7	457.3	563.1	529.0	536.7	464.0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Baltimore City Data**

Total Enrollment = 108,759	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.5		0.6		85.1		13.4		0.4	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.2	0.3	0.4	0.2	42.9	42.3	6.8	6.7	0.2	0.2

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	108,759	214	279	402	212	46,611	45,959	7,386	7,240	254	202
Prekindergarten	4,769	9	6	25	9	2,095	1,956	340	302	13	14
Kindergarten	8,720	11	25	49	11	3,773	3,497	667	636	30	21
Grade 1	10,060	23	36	61	19	4,336	3,983	800	735	36	31
Grade 2	9,422	15	20	52	14	4,050	3,814	744	681	20	12
Grade 3	8,881	21	22	36	15	3,834	3,609	655	654	19	16
Grade 4	8,848	10	22	25	17	3,801	3,642	673	623	20	15
Grade 5	8,423	20	15	21	10	3,588	3,446	662	628	17	16
Grade 6	8,283	20	30	22	16	3,705	3,363	552	546	20	9
Grade 7	8,340	20	24	19	15	3,715	3,429	562	523	20	13
Grade 8	7,515	14	19	14	14	3,120	3,273	512	519	15	15
Grade 9	9,147	23	24	20	19	4,072	4,054	456	446	20	13
Grade 10	6,832	11	16	17	21	2,868	3,141	321	413	11	13
Grade 11	5,339	14	14	18	19	2,133	2,574	257	302	3	5
Grade 12	4,180	3	6	23	13	1,521	2,178	185	232	10	9
Ungraded	0	0	0	0	0	0	0	0	0	0	0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Baltimore City Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	92.6	92.6	94.5	96.4	92.9	93.7	92.8	93.3	93.3	94.3
Grades 7-12 (Secondary)	91.4	81.5	79.0	89.3	92.2	80.0	82.3	82.8	84.1	83.2	86.4

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	18.03	20.99	6.19	6.33	15.74	11.54	15.09	10.84	14.55	11.48

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	16.4	6.8	5.4	16.4	11.8	11.3	5.4
Percent of Suspended Students	70.9	29.1	0.2	0.8	85.8	13.0	0.2
Total Students Suspended = 12,145	8,614	3,531	26	95	10,421	1,580	23

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	50.6	49.4	0.5	0.4	92.9	5.8	0.4

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Baltimore City Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	14.2		19.9		16.1		20.5		11.4	
Percent of All Special Education Students	0.4		0.7		82.1		16.5		0.3	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	19.2	10.4	10.9	36.8	21.7	10.5	26.7	14.2	19.3	*
Percent of All Special Education Students	0.2	0.2	0.2	0.4	55.6	26.5	10.9	5.7	0.3	*
Total Special Education Students = 18,164	41	29	44	78	10,098	4,820	1,972	1,030	49	3

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	197	17.8	45.7	17.3	18.8	NA	*
Principals/Vice Principals	414	14.7	61.4	10.9	12.6	*	NA
Teachers	6,285	11.9	51.3	10.9	24.4	0.5	1.0
Other	1,595	7.5	63.3	4.4	23.8	*	0.9
Total	8,491	11.4	53.9	9.8	23.6	0.4	0.9

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Baltimore City Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	17.6	5.9	9.7	42.9	7.2	13.1	20.2	21.9	8.3	31.3
Writing	40.0	17.6	16.7	28.6	50.0	9.9	17.1	17.5	23.5	7.7	25.0
Language Usage	49.5	29.4	17.6	38.2	71.4	15.0	28.2	28.3	36.2	23.1	37.5
Mathematics	41.4	5.9	16.7	17.1	50.0	7.3	10.2	22.4	23.2	7.7	0.0
Science	38.2	11.8	11.1	14.3	50.0	6.9	10.4	20.7	23.5	7.7	25.0
Social Studies	35.8	5.9	16.7	14.3	42.9	5.5	10.0	17.0	22.2	7.7	6.3
Grade 5											
Reading	35.6	0.0	7.7	29.4	27.3	8.1	15.4	15.1	23.8	7.7	16.7
Writing	39.3	5.3	21.4	36.8	27.3	8.8	16.2	15.5	28.7	7.1	16.7
Language Usage	46.8	10.5	15.4	22.2	45.5	12.3	22.3	23.4	32.9	7.1	33.3
Mathematics	48.2	10.5	0.0	21.1	18.2	8.7	13.8	26.3	28.5	7.1	0.0
Science	46.3	10.5	0.0	36.8	27.3	8.1	12.7	25.7	25.6	14.3	8.3
Social Studies	43.7	10.5	14.3	21.1	36.4	10.2	15.9	22.4	28.7	14.3	0.0
Grade 8											
Reading	26.3	0.0	15.0	25.0	36.4	3.7	9.4	13.0	20.0	21.4	18.2
Writing	42.5	0.0	20.0	33.3	54.5	9.6	20.3	23.2	34.4	21.4	18.2
Language Usage	48.8	12.5	30.0	41.7	54.5	12.4	24.5	26.2	41.7	35.7	27.3
Mathematics	45.9	12.5	10.0	41.7	36.4	7.0	8.5	23.0	24.5	21.4	9.1
Science	45.9	25.0	15.0	50.0	36.4	8.0	14.3	24.5	29.0	35.7	27.3
Social Studies	41.0	25.0	25.0	41.7	36.4	8.8	13.8	22.4	27.0	21.4	18.2

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Baltimore City Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	11.4	14.9	26.0	42.1	8.8	15.3	21.4	27.4	15.6	17.9

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	93.8	95.0	95.0	94.1	85.5	94.4	92.6	92.6	85.7	90.0
Writing	89.0	62.5	72.2	82.4	82.4	51.6	74.9	65.5	73.5	61.5	90.9
Mathematics	84.9	68.8	55.0	75.0	88.2	41.1	52.8	65.7	65.4	80.0	50.0
Citizenship	84.5	85.7	76.9	76.5	70.6	68.0	70.2	79.8	78.8	66.7	72.7
Grade 11											
Reading	99.6	100.0	100.0	100.0	100.0	97.6	99.1	98.6	97.7	*	100.0
Writing	98.0	70.0	100.0	100.0	100.0	83.8	93.9	86.4	95.3	*	80.0
Mathematics	95.9	80.0	81.8	87.5	100.0	75.6	80.2	88.9	88.8	*	100.0
Citizenship	95.5	55.6	90.9	80.0	90.9	78.0	81.5	89.4	87.0	*	100.0
All Tests	91.8	30.0	72.7	75.0	90.9	60.6	68.6	75.8	79.8	*	80.0

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	387.5	502.7	518.0	416.8	413.6	519.4	499.5	*	363.3
Mathematics	505.0	*	392.5	543.6	536.0	413.1	388.4	535.2	469.1	*	393.3

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Baltimore County Data**

Total Enrollment = 104,073	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.2		3.4		26.5		68.7		1.2	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.1	1.8	1.7	13.4	13.1	35.1	33.5	0.6	0.6

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	104,073	138	121	1,857	1,725	13,922	13,628	36,554	34,897	618	613
Prekindergarten	3,073	13	10	54	41	528	501	1,016	859	25	26
Kindergarten	7,742	19	10	137	133	1,067	1,040	2,771	2,449	62	54
Grade 1	8,540	15	10	143	127	1,218	1,151	2,992	2,787	48	49
Grade 2	8,452	13	9	149	153	1,127	1,107	3,002	2,789	53	50
Grade 3	8,422	13	8	151	139	1,140	1,107	2,986	2,786	51	41
Grade 4	8,348	11	13	154	136	1,091	1,133	2,943	2,775	40	52
Grade 5	8,313	10	6	149	117	1,073	1,034	3,000	2,835	43	46
Grade 6	7,930	12	7	144	127	1,092	1,068	2,764	2,631	38	47
Grade 7	8,017	3	9	114	121	1,101	1,046	2,860	2,673	43	47
Grade 8	7,608	4	8	124	130	955	1,009	2,678	2,604	51	45
Grade 9	8,055	9	11	157	143	1,133	1,088	2,724	2,701	46	43
Grade 10	7,185	5	9	124	120	896	897	2,526	2,519	45	44
Grade 11	6,210	7	5	125	111	753	744	2,105	2,287	36	37
Grade 12	5,855	4	5	124	121	689	673	2,056	2,117	34	32
Ungraded	323	0	1	8	6	59	30	131	85	3	0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Baltimore County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	95.6	95.0	96.8	97.0	95.1	95.3	95.5	95.4	94.7	95.0
Grades 7-12 (Secondary)	91.4	93.5	92.2	96.3	96.4	92.5	92.7	93.7	93.6	92.8	93.3

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	6.45	0.00	1.52	0.19	1.70	0.77	1.63	0.83	6.32	1.09

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	11.4	4.7	7.6	3.2	13.6	6.2	7.4
Percent of Suspended Students	71.7	28.3	0.2	1.4	44.2	53.1	1.1
Total Students Suspended = 8,159	5,849	2,310	18	113	3,609	4,332	87

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	51.7	48.3	0.4	1.5	47.3	49.3	1.5

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Baltimore County Data

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	15.4		5.2		13.0		12.6		10.1	
Percent of All Special Education Students	0.3		1.4		27.8		69.5		1.0	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	18.1	12.4	6.9	3.2	17.3	8.7	16.7	8.2	13.3	6.9
Percent of All Special Education Students	0.2	0.1	1.0	0.4	18.7	9.1	47.2	22.3	0.6	0.3
Total Special Education Students = 12,914	25	15	129	56	2,413	1,181	6,092	2,879	82	42

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	191	3.7	9.4	40.3	46.1	NA	*
Principals/Vice Principals	401	5.0	13.7	29.4	51.4	*	*
Teachers	6,568	2.5	6.4	22.0	67.7	0.3	1.1
Other	1,651	2.4	7.6	9.4	78.8	*	1.6
Total	8,811	2.6	7.0	20.4	68.5	0.3	1.1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Baltimore County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	50.0	28.6	41.2	65.5	18.8	24.4	41.1	49.8	29.3	44.1
Writing	40.0	36.4	14.3	55.0	72.3	25.8	31.8	46.7	56.0	22.2	38.9
Language Usage	49.5	60.0	28.6	70.6	83.8	33.7	42.6	57.3	67.5	31.8	52.9
Mathematics	41.4	50.0	14.3	60.8	64.4	20.6	21.6	55.8	55.0	33.3	45.7
Science	38.2	45.5	14.3	47.5	60.5	19.9	22.2	49.0	52.9	31.1	41.7
Social Studies	35.8	45.5	28.6	45.0	63.0	19.6	24.2	46.9	53.0	20.0	41.7
Grade 5											
Reading	35.6	*	40.0	48.5	56.2	21.7	29.3	39.4	51.6	29.4	39.5
Writing	39.3	28.6	0.0	48.9	59.8	23.7	28.6	42.5	56.1	30.6	39.0
Language Usage	46.8	16.7	40.0	57.4	72.9	29.3	38.8	53.3	66.1	23.5	50.0
Mathematics	48.2	42.9	0.0	59.4	72.9	27.0	25.6	61.5	61.9	41.7	46.3
Science	46.3	42.9	0.0	57.1	62.6	22.7	23.5	58.8	59.9	47.2	58.5
Social Studies	43.7	14.3	0.0	53.4	60.7	26.3	31.2	54.0	59.4	38.9	34.1
Grade 8											
Reading	26.3	*	42.9	41.8	62.8	14.7	27.6	30.0	46.7	34.1	39.0
Writing	42.5	*	42.9	62.7	80.9	30.8	49.4	47.0	65.4	37.8	61.0
Language Usage	48.8	*	42.9	62.7	84.2	35.5	52.2	52.3	71.4	47.7	58.5
Mathematics	45.9	*	42.9	64.5	72.2	22.4	25.7	60.0	62.2	57.8	48.8
Science	45.9	*	57.1	63.6	75.7	29.6	37.8	58.1	64.8	55.6	48.8
Social Studies	41.0	*	57.1	61.8	68.7	31.4	37.1	54.0	59.6	48.9	43.9

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Baltimore County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	41.2	28.9	55.5	68.9	25.0	31.7	50.5	58.8	36.9	46.4

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	100.0	100.0	99.2	100.0	95.3	98.8	98.8	99.6	100.0	100.0
Writing	89.0	100.0	87.5	96.0	98.3	81.6	92.8	92.4	97.0	89.5	97.5
Mathematics	84.9	100.0	87.5	98.4	97.4	74.3	78.8	92.6	93.2	89.7	100.0
Citizenship	84.5	100.0	75.0	89.9	97.4	73.0	77.7	90.7	90.6	84.2	97.4
Grade 11											
Reading	99.6	100.0	100.0	100.0	100.0	99.3	99.7	99.8	100.0	100.0	100.0
Writing	98.0	83.3	100.0	99.0	100.0	95.2	98.4	99.1	99.7	100.0	100.0
Mathematics	95.9	85.7	100.0	100.0	99.0	90.8	92.6	98.8	98.9	96.2	100.0
Citizenship	95.5	83.3	100.0	98.1	99.0	94.4	94.2	98.7	98.6	100.0	100.0
All Tests	91.8	83.3	100.0	98.1	98.0	83.9	87.5	97.1	97.6	96.2	100.0

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	467.0	500.0	488.5	495.1	427.5	440.2	525.5	521.6	473.8	464.7
Mathematics	505.0	540.0	475.3	573.2	549.3	424.3	415.5	551.3	513.1	493.8	433.5

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Calvert County Data**

Total Enrollment = 14,152	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.1		0.6		16.8		81.9		0.6	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.1	0.4	0.3	8.8	7.9	41.8	40.1	0.3	0.3

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	14,152	10	8	50	36	1,249	1,123	5,919	5,677	39	41
Prekindergarten	230	0	0	0	0	19	18	105	87	0	1
Kindergarten	1,038	0	0	2	2	87	94	434	412	0	7
Grade 1	1,196	1	0	6	5	107	98	503	471	3	2
Grade 2	1,138	2	1	2	1	113	106	455	454	2	2
Grade 3	1,078	1	0	7	2	85	81	486	410	4	2
Grade 4	1,151	0	0	2	5	103	79	481	473	2	6
Grade 5	1,059	0	1	4	2	87	81	462	416	1	5
Grade 6	1,157	0	0	2	2	102	98	473	473	6	1
Grade 7	1,089	1	1	3	2	78	76	456	465	5	2
Grade 8	1,065	0	1	3	2	87	83	464	417	3	5
Grade 9	1,109	1	1	7	5	113	71	469	436	4	2
Grade 10	1,067	1	2	3	4	93	87	432	438	5	2
Grade 11	925	3	0	8	2	97	77	367	368	1	2
Grade 12	771	0	1	1	2	65	66	294	337	3	2
Ungraded	79	0	0	0	0	13	8	38	20	0	0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Calvert County Data

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	*	*	96.7	97.3	95.7	95.8	95.6	95.5	95.8	95.1
Grades 7-12 (Secondary)	91.4	92.3	95.6	94.4	95.9	94.1	94.8	94.2	94.2	96.5	95.5

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	16.67	*	10.00	6.67	9.46	2.84	5.72	3.48	0.00	8.33

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	11.7	3.5	*	*	12.0	6.8	8.9
Percent of Suspended Students	77.8	22.2	*	*	26.1	72.7	0.7
Total Students Suspended = 1,071	833	238	2	3	280	779	7

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	55.9	44.1	NA	NA	43.1	55.5	1.4

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Calvert County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	27.8		10.5		19.8		9.9		12.5	
Percent of All Special Education Students	0.3		0.5		28.5		70.0		0.6	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	*	*	*	13.9	23.9	15.1	13.5	6.2	17.9	*
Percent of All Special Education Students	*	*	*	0.3	18.2	10.3	48.5	21.5	0.4	*
Total Special Education Students = 1,645	2	3	4	5	299	170	798	354	7	3

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	20	*	*	60.0	25.0	NA	NA
Principals/Vice Principals	41	*	12.2	53.7	29.3	NA	NA
Teachers	742	3.4	9.8	21.2	65.1	*	*
Other	274	*	19.3	7.3	70.4	NA	*
Total	1,077	3.0	12.3	19.6	64.3	*	0.6

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Calvert County Data

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	NA	NA	28.6	*	30.9	36.0	48.7	56.5	*	*
Writing	40.0	*	NA	42.9	*	33.3	35.0	46.3	61.1	*	*
Language Usage	49.5	*	NA	71.4	*	35.1	53.8	60.5	74.1	*	*
Mathematics	41.4	*	NA	57.1	*	22.5	13.9	52.4	52.5	*	*
Science	38.2	*	NA	71.4	*	25.9	23.8	49.4	55.2	*	*
Social Studies	35.8	*	NA	71.4	*	19.8	23.8	45.7	53.5	*	*
Grade 5											
Reading	35.6	NA	*	*	*	23.8	39.0	40.4	54.5	NA	83.3
Writing	39.3	NA	*	*	*	24.7	44.3	46.7	59.8	*	50.0
Language Usage	46.8	NA	*	*	*	27.2	47.4	52.1	63.4	*	50.0
Mathematics	48.2	NA	*	*	*	23.5	30.4	57.4	65.8	*	83.3
Science	46.3	NA	*	*	*	24.7	31.6	61.2	63.6	*	66.7
Social Studies	43.7	NA	*	*	*	31.8	39.2	50.5	61.2	*	66.7
Grade 8											
Reading	26.3	NA	*	*	*	12.7	36.3	35.0	51.7	*	*
Writing	42.5	NA	*	*	*	38.8	61.3	55.6	76.5	*	*
Language Usage	48.8	NA	*	*	*	31.3	60.0	55.7	76.0	*	*
Mathematics	45.9	NA	*	*	*	42.5	38.8	70.5	73.3	*	*
Science	45.9	NA	*	*	*	48.8	51.3	68.1	76.5	*	*
Social Studies	41.0	NA	*	*	*	38.8	37.5	57.4	68.7	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Calvert County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	*	*	56.7	61.9	29.8	39.1	52.9	63.6	40.0	62.5

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	*	*	100.0	100.0	89.7	98.5	98.7	99.0	*	*
Writing	89.0	*	*	100.0	100.0	91.6	89.4	96.7	99.0	*	*
Mathematics	84.9	*	*	100.0	80.0	91.7	85.1	94.6	96.6	*	*
Citizenship	84.5	*	*	100.0	100.0	76.9	73.8	94.4	93.5	*	*
Grade 11											
Reading	99.6	*	NA	83.3	*	98.9	97.2	99.1	100.0	*	*
Writing	98.0	*	NA	100.0	*	96.6	87.3	99.4	98.6	*	*
Mathematics	95.9	*	NA	100.0	*	97.7	95.8	99.1	99.7	*	*
Citizenship	95.5	*	NA	100.0	*	90.9	93.1	99.1	99.4	*	*
All Tests	91.8	*	NA	83.3	*	86.4	80.3	97.3	98.3	*	*

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	*	*	*	427.9	452.8	513.7	528.3	*	*
Mathematics	505.0	*	*	*	*	467.9	433.3	552.0	508.3	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Caroline County Data**

Total Enrollment = 5,589	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.0		0.4		20.8		77.8		0.9	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.0	0.0	0.2	0.2	10.7	10.1	40.4	37.5	0.5	0.3

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	5,589	1	1	9	13	599	566	2,256	2,095	30	19
Prekindergarten	177	0	0	0	0	36	25	65	47	3	1
Kindergarten	441	0	0	0	0	27	44	178	183	5	4
Grade 1	482	0	0	1	1	53	44	201	175	5	2
Grade 2	420	0	0	1	0	53	42	162	160	1	1
Grade 3	428	0	0	0	3	50	36	165	169	2	3
Grade 4	408	0	0	1	2	43	36	171	153	1	1
Grade 5	392	0	0	0	0	35	46	157	151	2	1
Grade 6	460	0	0	1	2	33	47	196	175	4	2
Grade 7	413	0	0	1	2	46	39	160	165	0	0
Grade 8	423	1	0	1	0	48	49	168	152	1	3
Grade 9	487	0	1	1	0	58	50	227	147	3	0
Grade 10	383	0	0	0	2	41	36	153	151	0	0
Grade 11	330	0	0	1	1	41	32	126	127	1	1
Grade 12	293	0	0	1	0	23	35	104	128	2	0
Ungraded	52	0	0	0	0	12	5	23	12	0	0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Caroline County Data**

Attendance	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 1-6 (Elementary)	95.1	NA	NA	*	98.3	95.6	96.2	95.3	95.3	96.2	94.4
Grades 7-12 (Secondary)	91.4	*	*	96.3	99.2	93.6	92.6	93.4	93.6	84.5	90.7

Dropouts	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 9-12	4.66	NA	*	*	*	8.12	7.60	7.38	3.29	14.29	*

Suspensions	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Group Enrollment who were Suspended	16.8	6.6	*	NA	23.1	9.0	15.6
Percent of Suspended Students	73.1	26.9	*	NA	39.7	59.1	1.1
Total Students Suspended = 643	470	173	1	0	255	380	7

Title I	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Title I Recipients	52.7	47.3	NA	0.3	25.1	73.2	1.4

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Caroline County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	NA		NA		20.2		13.4		*	
Percent of All Special Education Students	NA		NA		28.6		71.1		*	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	NA	NA	NA	NA	25.4	14.7	17.1	9.5	*	NA
Percent of All Special Education Students	NA	NA	NA	NA	18.5	10.1	46.8	24.3	*	NA
Total Special Education Students = 823	0	0	0	0	152	83	385	200	3	0

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	21	*	*	66.7	23.8	NA	NA
Principals/Vice Principals	19	*	*	42.1	36.8	NA	NA
Teachers	310	2.3	8.7	23.2	65.5	*	NA
Other	134	*	13.4	6.0	77.6	NA	NA
Total	484	2.9	9.9	21.1	65.9	*	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Caroline County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	NA	NA	NA	*	19.5	28.6	34.7	42.1	*	*
Writing	40.0	*	NA	NA	*	21.6	35.0	44.0	41.0	*	*
Language Usage	49.5	*	NA	NA	*	39.1	35.9	46.9	61.2	*	*
Mathematics	41.4	*	NA	NA	*	24.0	25.6	48.8	45.9	*	*
Science	38.2	*	NA	NA	*	27.5	20.0	42.3	46.8	*	*
Social Studies	35.8	*	NA	NA	*	23.5	20.0	33.9	34.7	*	*
Grade 5											
Reading	35.6	NA	NA	NA	NA	3.7	17.1	24.3	42.3	*	*
Writing	39.3	NA	NA	NA	NA	25.7	32.7	33.5	53.6	*	*
Language Usage	46.8	NA	NA	NA	NA	28.1	33.3	36.8	59.6	*	*
Mathematics	48.2	NA	NA	NA	NA	25.7	30.6	54.3	58.3	*	*
Science	46.3	NA	NA	NA	NA	22.9	24.5	53.0	57.6	*	*
Social Studies	43.7	NA	NA	NA	NA	28.6	38.8	48.2	58.3	*	*
Grade 8											
Reading	26.3	*	NA	*	NA	7.3	17.4	8.4	39.2	NA	*
Writing	42.5	*	NA	*	NA	16.3	46.8	22.7	54.7	NA	*
Language Usage	48.8	*	NA	*	NA	9.8	48.9	30.1	59.6	NA	*
Mathematics	45.9	*	NA	*	NA	18.6	23.4	44.8	48.7	NA	*
Science	45.9	*	NA	*	NA	25.6	34.0	44.2	56.7	NA	*
Social Studies	41.0	*	NA	*	NA	20.9	34.0	35.0	58.0	NA	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Caroline County Data

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	*	NA	*	*	21.9	30.7	38.4	50.8	*	63.3

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	*	*	NA	85.2	95.2	97.4	99.3	*	NA
Writing	89.0	NA	*	*	NA	73.5	90.2	87.5	99.3	*	NA
Mathematics	84.9	NA	*	*	NA	83.6	90.5	96.4	96.6	*	NA
Citizenship	84.5	NA	*	*	NA	72.7	73.8	91.7	93.9	*	NA
Grade 11											
Reading	99.6	NA	NA	*	*	97.0	100.0	100.0	100.0	*	*
Writing	98.0	NA	NA	*	*	93.9	100.0	94.7	98.3	*	*
Mathematics	95.9	NA	NA	*	*	100.0	100.0	100.0	100.0	*	*
Citizenship	95.5	NA	NA	*	*	97.0	96.0	100.0	100.0	*	*
All Tests	91.8	NA	NA	*	*	87.9	96.0	94.7	98.3	*	*

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	NA	NA	*	NA	*	*	514.3	489.4	NA	NA
Mathematics	505.0	NA	NA	*	NA	*	*	509.3	484.5	NA	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Carroll County Data**

Total Enrollment = 26,231	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.2		0.9		2.3		96.0		0.7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.1	0.4	0.5	1.2	1.1	49.7	46.3	0.4	0.3

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	26,231	17	23	96	128	318	277	13,031	12,156	102	83
Prekindergarten	235	0	0	2	0	8	8	119	96	2	0
Kindergarten	2,022	0	2	10	8	16	14	1,045	913	6	8
Grade 1	2,120	1	3	8	10	30	24	1,083	941	10	10
Grade 2	2,149	1	2	4	8	26	18	1,080	997	7	6
Grade 3	2,122	0	4	7	7	22	27	1,045	995	8	7
Grade 4	2,018	2	1	14	6	15	15	1,008	939	13	5
Grade 5	1,990	2	1	7	10	19	23	983	934	3	8
Grade 6	2,030	0	1	11	16	31	16	962	977	13	3
Grade 7	2,022	0	3	10	9	31	23	1,025	904	8	9
Grade 8	1,934	1	1	4	15	16	27	967	890	5	8
Grade 9	2,143	4	3	9	11	26	25	1,093	960	7	5
Grade 10	1,898	1	1	3	11	19	19	901	933	8	2
Grade 11	1,721	3	0	3	8	24	17	846	808	5	7
Grade 12	1,565	2	1	2	8	22	10	720	792	6	2
Ungraded	262	0	0	2	1	13	11	154	77	1	3

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Carroll County Data

Attendance	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 1-6 (Elementary)	95.1	95.9	95.8	96.7	96.5	95.1	94.5	95.7	95.5	95.7	94.3
Grades 7-12 (Secondary)	91.4	96.7	94.6	96.0	95.5	93.2	92.3	94.3	94.1	92.8	93.9

Dropouts	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 9-12	4.66	0.00	16.67	0.00	0.00	10.19	3.53	3.43	2.31	3.70	5.26

Suspensions	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Group Enrollment who were Suspended	8.3	2.6	*	2.7	13.8	5.4	6.0
Percent of Suspended Students	77.5	22.5	*	0.4	5.5	93.0	0.8
Total Students Suspended = 1,445	1,120	325	4	6	80	1,344	11

Title I	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Title I Recipients	58.1	41.9	NA	*	8.4	89.8	1.4

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Carroll County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	15.0		12.1		18.3		13.8		16.8	
Percent of All Special Education Students	0.2		0.7		3.0		95.3		0.8	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	29.4	*	14.6	10.2	23.3	12.6	18.8	8.5	22.5	9.6
Percent of All Special Education Students	0.1	*	0.4	0.4	2.0	1.0	67.1	28.2	0.6	0.2
Total Special Education Students = 3,655	5	1	14	13	74	35	2,452	1,030	23	8

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	38	NA	NA	68.4	31.6	NA	NA
Principals/Vice Principals	78	NA	*	57.7	41.0	NA	NA
Teachers	1,437	*	0.7	23.2	75.2	*	0.6
Other	448	*	2.0	11.8	85.9	NA	NA
Total	2,001	0.2	1.0	22.8	75.4	*	0.4

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Carroll County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	*	*	50.0	60.0	20.0	14.3	44.8	56.1	37.5	62.5
Writing	40.0	*	*	75.0	60.0	36.4	25.0	46.3	58.4	62.5	75.0
Language Usage	49.5	*	*	71.4	40.0	31.6	21.4	48.6	65.5	37.5	75.0
Mathematics	41.4	*	*	62.5	80.0	19.0	26.7	55.9	57.6	50.0	75.0
Science	38.2	*	*	62.5	80.0	36.4	21.9	50.8	57.0	37.5	75.0
Social Studies	35.8	*	*	62.5	80.0	31.8	21.9	45.0	52.3	37.5	50.0
Grade 5											
Reading	35.6	*	*	33.3	57.1	13.3	33.3	39.9	52.9	*	66.7
Writing	39.3	*	*	33.3	75.0	31.6	43.5	44.9	62.3	*	42.9
Language Usage	46.8	*	*	66.7	100.0	26.7	40.9	52.5	68.5	*	66.7
Mathematics	48.2	*	*	50.0	50.0	21.1	34.8	60.1	66.4	*	42.9
Science	46.3	*	*	50.0	75.0	21.1	39.1	61.8	65.0	*	42.9
Social Studies	43.7	*	*	50.0	87.5	31.6	43.5	56.9	62.7	*	57.1
Grade 8											
Reading	26.3	*	*	*	60.0	17.6	37.0	30.9	45.2	20.0	62.5
Writing	42.5	*	*	*	73.3	33.3	50.0	47.3	66.4	33.3	87.5
Language Usage	48.8	*	*	*	78.6	37.5	60.0	55.5	74.0	40.0	87.5
Mathematics	45.9	*	*	*	53.3	27.8	35.7	62.7	63.1	66.7	87.5
Science	45.9	*	*	*	80.0	27.8	53.6	58.6	66.5	66.7	87.5
Social Studies	41.0	*	*	*	66.7	38.9	46.4	51.4	60.7	66.7	75.0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Carroll County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	*	50.0	53.3	69.7	28.2	35.3	50.8	61.0	48.1	68.4

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	*	*	87.5	100.0	95.8	100.0	99.3	99.7	100.0	100.0
Writing	89.0	*	*	100.0	100.0	91.7	100.0	96.0	99.1	100.0	100.0
Mathematics	84.9	*	*	100.0	100.0	66.7	76.0	92.6	93.5	100.0	66.7
Citizenship	84.5	*	*	87.5	90.9	70.8	76.0	90.1	92.5	85.7	66.7
Grade 11											
Reading	99.6	*	NA	*	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Writing	98.0	*	NA	*	100.0	100.0	93.3	99.7	99.9	100.0	100.0
Mathematics	95.9	*	NA	*	87.5	94.1	93.3	99.0	98.8	100.0	100.0
Citizenship	95.5	*	NA	*	87.5	94.1	93.3	98.9	97.2	100.0	100.0
All Tests	91.8	*	NA	*	87.5	88.9	86.7	97.9	96.3	100.0	100.0

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	515.7	494.3	538.8	*	427.5	519.6	522.9	*	*
Mathematics	505.0	*	524.3	548.6	552.5	*	412.5	553.6	511.0	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Cecil County Data**

Total Enrollment = 14,897	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.1		0.6		5.2		93.0		1.1	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.1	0.3	0.3	2.6	2.6	47.9	45.0	0.6	0.6

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	14,897	9	11	51	38	385	383	7,141	6,708	83	88
Prekindergarten	352	0	1	1	1	17	14	168	146	1	3
Kindergarten	1,146	0	1	1	1	29	40	529	530	7	8
Grade 1	1,317	0	1	6	3	35	26	634	591	9	12
Grade 2	1,224	1	2	1	3	32	28	608	534	12	3
Grade 3	1,154	1	0	5	2	30	33	563	510	7	3
Grade 4	1,252	4	1	6	3	21	26	568	607	7	9
Grade 5	1,137	1	0	6	7	25	22	568	496	4	8
Grade 6	1,132	1	1	1	3	28	42	553	484	10	9
Grade 7	1,170	0	1	8	1	27	35	552	534	5	7
Grade 8	1,100	0	1	4	1	31	27	541	479	9	7
Grade 9	1,100	0	0	3	2	28	32	527	497	6	5
Grade 10	980	0	1	1	6	30	21	466	445	2	8
Grade 11	936	1	1	5	1	19	16	429	458	2	4
Grade 12	767	0	0	3	4	23	18	358	359	1	1
Ungraded	130	0	0	0	0	10	3	77	38	1	1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Cecil County Data

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	92.0	92.5	97.2	96.3	94.3	95.0	95.3	95.2	95.0	95.4
Grades 7-12 (Secondary)	91.4	*	*	95.0	95.6	90.4	90.6	91.9	92.0	91.6	91.9

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	*	*	0.00	7.14	6.48	5.10	3.89	2.76	6.25	8.70

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	16.9	7.5	*	*	23.2	11.8	13.8
Percent of Suspended Students	70.3	29.7	*	*	9.5	88.9	1.3
Total Students Suspended = 1,797	1,264	533	3	2	171	1,598	23

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	62.0	38.0	NA	*	11.3	86.8	1.5

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Cecil County Data

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	NA		*		18.9		14.7		19.3	
Percent of All Special Education Students	NA		*		6.5		91.8		1.5	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	NA	NA	*	*	26.0	11.7	19.1	10.1	27.7	11.4
Percent of All Special Education Students	NA	NA	*	*	4.5	2.0	61.3	30.5	1.0	0.5
Total Special Education Students = 2,222	0	0	3	1	100	45	1,362	678	23	10

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	21	NA	NA	76.2	23.8	NA	NA
Principals/Vice Principals	52	*	*	65.4	25.0	NA	NA
Teachers	909	1.0	2.2	22.0	74.5	*	*
Other	231	NA	2.6	9.5	87.0	NA	*
Total	1,213	1.0	2.3	22.4	73.9	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Cecil County Data

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	NA	NA	80.0	*	20.8	28.6	39.1	52.2	20.0	*
Writing	40.0	*	NA	80.0	*	30.8	36.7	41.9	52.2	28.6	*
Language Usage	49.5	NA	NA	80.0	*	28.0	51.7	44.2	62.2	42.9	*
Mathematics	41.4	*	NA	80.0	*	7.7	20.0	42.6	46.8	28.6	*
Science	38.2	*	NA	80.0	*	7.7	23.3	44.1	50.6	57.1	*
Social Studies	35.8	*	NA	60.0	*	15.4	23.3	38.7	47.6	42.9	*
Grade 5											
Reading	35.6	*	NA	80.0	57.1	14.3	31.6	32.9	49.5	*	14.3
Writing	39.3	*	NA	100.0	85.7	16.0	31.8	37.4	49.6	*	0.0
Language Usage	46.8	*	NA	100.0	100.0	8.0	45.0	41.5	57.4	*	14.3
Mathematics	48.2	*	NA	83.3	71.4	20.0	40.9	48.6	53.9	*	14.3
Science	46.3	*	NA	83.3	85.7	20.0	40.9	53.5	58.6	*	28.6
Social Studies	43.7	*	NA	66.7	100.0	20.0	27.3	49.4	57.6	*	28.6
Grade 8											
Reading	26.3	NA	NA	*	*	6.7	12.0	27.3	39.5	0.0	28.6
Writing	42.5	NA	NA	*	*	20.0	46.2	41.4	61.6	25.0	85.7
Language Usage	48.8	NA	NA	*	*	20.0	42.3	44.0	64.0	62.5	57.1
Mathematics	45.9	NA	NA	*	*	16.7	38.5	51.6	56.2	50.0	28.6
Science	45.9	NA	NA	*	*	16.7	34.6	53.0	56.8	37.5	42.9
Social Studies	41.0	NA	NA	*	*	13.3	34.6	47.8	54.7	37.5	57.1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Cecil County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	*	NA	77.3	77.6	16.7	33.6	43.4	53.9	37.3	37.3

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	NA	*	*	96.2	100.0	99.4	100.0	100.0	100.0
Writing	89.0	NA	NA	*	*	84.6	100.0	95.8	98.3	100.0	100.0
Mathematics	84.9	NA	NA	*	*	76.9	96.8	95.4	95.3	85.7	100.0
Citizenship	84.5	NA	NA	*	*	76.9	90.3	92.6	95.3	85.7	100.0
Grade 11											
Reading	99.6	*	*	100.0	*	100.0	100.0	100.0	100.0	*	100.0
Writing	98.0	*	*	100.0	*	100.0	100.0	100.0	99.8	*	100.0
Mathematics	95.9	*	*	100.0	*	100.0	87.5	99.5	99.8	*	100.0
Citizenship	95.5	*	*	100.0	*	100.0	87.5	99.5	99.3	*	100.0
All Tests	91.8	*	*	100.0	*	100.0	87.5	99.0	98.8	*	100.0

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	*	*	*	405.0	*	518.8	508.5	NA	NA
Mathematics	505.0	*	*	*	*	400.0	*	552.2	500.0	NA	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Charles County Data**

Total Enrollment = 21,159	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	1.1		1.9		26.9		68.8		1.3	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.6	0.5	0.9	1.0	13.7	13.2	35.0	33.8	0.6	0.7

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	21,159	126	99	198	203	2,903	2,784	7,413	7,152	135	146
Prekindergarten	402	4	1	6	2	56	58	154	117	1	3
Kindergarten	1,348	6	6	11	16	217	173	443	462	8	6
Grade 1	1,600	10	10	6	14	247	243	528	523	13	6
Grade 2	1,557	6	11	16	15	218	217	515	542	9	8
Grade 3	1,544	11	7	14	15	231	207	495	532	12	20
Grade 4	1,447	7	5	23	17	175	186	548	467	11	8
Grade 5	1,579	9	6	10	14	212	226	541	533	11	17
Grade 6	1,539	11	12	18	15	190	213	504	551	11	14
Grade 7	1,546	7	5	19	21	211	204	528	526	17	8
Grade 8	1,547	10	12	15	16	182	184	546	565	7	10
Grade 9	1,825	6	4	12	17	207	227	685	651	7	9
Grade 10	1,550	4	7	15	16	166	190	564	563	10	15
Grade 11	1,345	11	2	15	13	137	163	505	475	10	14
Grade 12	1,279	6	5	10	9	119	151	489	478	6	6
Ungraded	1,051	18	6	8	3	335	142	368	167	2	2

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Charles County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	95.4	94.1	96.7	96.7	94.8	95.2	94.9	94.9	94.9	96.1
Grades 7-12 (Secondary)	91.4	92.4	93.3	94.8	95.2	91.8	91.6	92.2	91.8	92.5	93.4

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	2.44	4.55	1.67	1.56	7.99	4.84	4.13	2.49	5.13	1.92

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	27.1	9.4	15.5	6.4	29.6	14.5	11.9
Percent of Suspended Students	74.9	25.1	0.9	0.7	43.3	54.3	0.9
Total Students Suspended = 3,818	2,860	958	34	25	1,652	2,074	33

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	52.2	47.8	*	*	46.1	52.5	0.6

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Charles County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	21.3		6.7		16.7		10.9		8.2	
Percent of All Special Education Students	1.8		1.0		36.0		60.3		0.9	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	25.4	16.2	8.6	4.9	21.9	11.1	14.5	7.2	11.9	4.8
Percent of All Special Education Students	1.2	0.6	0.6	0.4	24.2	11.8	40.8	19.5	0.6	0.3
Total Special Education Students = 2,632	32	16	17	10	637	310	1,073	514	16	7

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	33	NA	*	39.4	48.5	NA	NA
Principals/Vice Principals	71	9.9	18.3	28.2	43.7	NA	NA
Teachers	1,168	2.9	13.7	19.4	62.2	*	1.5
Other	267	3.0	21.0	9.4	64.4	*	1.9
Total	1,539	3.2	15.1	18.5	61.5	*	1.4

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Charles County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	25.0	42.9	38.5	40.0	18.0	18.9	30.6	45.6	60.0	29.4
Writing	40.0	22.2	42.9	30.8	73.3	16.1	28.3	28.8	47.9	45.5	61.1
Language Usage	49.5	22.2	42.9	61.5	73.3	24.2	38.5	37.1	56.9	60.0	52.9
Mathematics	41.4	22.2	42.9	30.8	53.3	14.6	16.1	38.5	45.5	30.0	33.3
Science	38.2	22.2	28.6	53.8	53.3	14.1	16.0	31.4	45.9	18.2	27.8
Social Studies	35.8	11.1	28.6	23.1	46.7	13.7	14.6	29.2	43.8	27.3	38.9
Grade 5											
Reading	35.6	0.0	16.7	55.6	57.1	10.7	23.7	27.0	40.4	9.1	37.5
Writing	39.3	12.5	28.6	50.0	64.3	15.1	33.3	33.5	48.4	33.3	68.8
Language Usage	46.8	14.3	28.6	60.0	64.3	20.5	35.9	39.7	53.6	25.0	75.0
Mathematics	48.2	25.0	28.6	60.0	71.4	19.0	32.5	51.7	56.2	16.7	62.5
Science	46.3	25.0	14.3	50.0	71.4	20.3	28.0	49.1	56.0	33.3	56.3
Social Studies	43.7	25.0	14.3	80.0	57.1	18.5	31.7	40.1	53.2	33.3	43.8
Grade 8											
Reading	26.3	10.0	18.2	25.0	23.1	8.3	23.2	18.2	35.4	14.3	28.6
Writing	42.5	16.7	72.7	56.3	84.6	21.6	37.9	37.1	57.6	28.6	42.9
Language Usage	48.8	0.0	54.5	37.5	76.9	24.7	39.5	40.9	66.4	57.1	57.1
Mathematics	45.9	25.0	36.4	56.3	69.2	18.9	25.2	53.0	57.0	100.0	28.6
Science	45.9	41.7	54.5	62.5	84.6	25.2	35.0	48.2	60.4	71.4	42.9
Social Studies	41.0	16.7	36.4	37.5	53.8	21.6	27.2	37.8	50.8	57.1	42.9

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Charles County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	19.3	36.9	47.2	61.9	18.1	28.2	37.5	51.3	37.5	47.1

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	100.0	*	92.9	100.0	92.1	98.3	98.7	99.2	100.0	100.0
Writing	89.0	84.6	*	85.7	100.0	88.4	97.8	94.8	98.4	100.0	100.0
Mathematics	84.9	84.6	*	92.9	100.0	82.8	89.3	95.4	97.0	100.0	100.0
Citizenship	84.5	69.2	*	85.7	100.0	76.8	78.5	93.1	93.4	100.0	85.7
Grade 11											
Reading	99.6	100.0	*	100.0	100.0	99.3	100.0	100.0	100.0	100.0	100.0
Writing	98.0	100.0	*	100.0	100.0	97.9	99.3	100.0	99.8	100.0	100.0
Mathematics	95.9	100.0	*	100.0	100.0	97.9	97.3	99.8	100.0	100.0	100.0
Citizenship	95.5	100.0	*	100.0	100.0	97.9	98.0	99.6	99.8	100.0	100.0
All Tests	91.8	100.0	*	100.0	100.0	94.3	95.3	99.4	99.6	100.0	100.0

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	451.1	545.4	445.6	433.4	436.1	515.2	516.6	503.8	491.7
Mathematics	505.0	*	456.7	564.6	458.9	445.7	423.7	538.9	501.8	515.0	482.5

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Dorchester County Data**

Total Enrollment = 5,250	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.2		0.6		41.2		57.1		0.9	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.1	0.3	0.3	20.2	21.0	29.9	27.3	0.5	0.4

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	5,250	4	7	16	14	1,060	1,102	1,568	1,431	26	22
Prekindergarten	244	0	0	1	1	58	58	59	63	2	2
Kindergarten	359	0	1	3	2	82	73	99	94	2	3
Grade 1	438	0	0	3	2	82	101	127	120	1	2
Grade 2	423	0	1	1	1	82	106	118	113	1	0
Grade 3	399	0	0	0	1	87	79	126	99	3	4
Grade 4	366	0	2	0	1	82	74	99	106	2	0
Grade 5	382	1	1	2	0	73	93	114	95	1	2
Grade 6	431	0	0	0	1	99	97	123	106	3	2
Grade 7	385	1	0	2	1	74	73	125	105	3	1
Grade 8	402	0	0	1	0	79	79	118	118	4	3
Grade 9	449	0	0	0	1	86	92	136	133	1	0
Grade 10	408	1	1	0	1	86	70	140	107	1	1
Grade 11	301	0	0	0	2	43	59	96	97	2	2
Grade 12	263	1	1	3	0	47	48	88	75	0	0
Ungraded	0										

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Dorchester County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	*	*	97.1	95.6	95.3	95.6	95.2	95.3	92.7	94.8
Grades 7-12 (Secondary)	91.4	*	*	94.1	*	93.4	91.9	93.1	93.3	92.5	95.8

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	*	*	*	*	6.41	4.27	6.41	4.01	*	*

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	21.6	10.7	*	NA	22.6	12.0	18.2
Percent of Suspended Students	67.7	32.3	*	NA	56.7	42.2	1.0
Total Students Suspended = 815	552	263	1	0	462	344	8

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	49.2	50.8	*	0.7	51.2	47.0	0.9

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Dorchester County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	*		*		16.6		10.3		*	
Percent of All Special Education Students	*		*		53.1		45.7		*	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	NA	*	*	*	21.2	12.1	13.0	7.3	*	NA
Percent of All Special Education Students	NA	*	*	*	33.4	19.7	30.3	15.4	*	NA
Total Special Education Students = 674	0	1	3	1	225	133	204	104	3	0

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	14	*	*	42.9	42.9	NA	NA
Principals/Vice Principals	21	*	*	42.9	23.8	NA	NA
Teachers	311	4.5	12.2	19.3	62.7	*	*
Other	89	*	28.1	9.0	58.4	NA	*
Total	435	4.8	15.6	19.1	59.3	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Dorchester County Data

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	NA	NA	NA	*	23.2	11.4	45.0	54.4	*	*
Writing	40.0	NA	NA	NA	*	22.6	22.4	43.3	57.9	*	*
Language Usage	49.5	NA	NA	NA	*	25.7	36.5	50.9	77.8	*	*
Mathematics	41.4	NA	NA	NA	*	19.8	16.0	48.7	55.9	*	*
Science	38.2	NA	NA	NA	*	19.0	10.5	40.8	51.6	*	*
Social Studies	35.8	NA	NA	NA	*	11.9	13.2	40.8	48.4	*	*
Grade 5											
Reading	35.6	NA	*	*	NA	20.4	32.4	49.0	50.0	*	*
Writing	39.3	NA	*	*	NA	22.1	26.1	46.3	58.3	*	*
Language Usage	46.8	NA	*	*	NA	25.4	38.1	53.5	75.3	*	*
Mathematics	48.2	NA	*	*	NA	19.1	25.0	58.3	67.7	*	*
Science	46.3	NA	*	*	NA	19.1	33.0	65.7	65.6	*	*
Social Studies	43.7	NA	*	*	NA	23.5	28.4	58.3	60.4	*	*
Grade 8											
Reading	26.3	NA	NA	NA	NA	7.0	20.0	19.2	36.9	*	*
Writing	42.5	NA	NA	NA	NA	16.7	32.9	32.7	66.1	*	*
Language Usage	48.8	NA	NA	NA	NA	18.2	35.7	47.2	72.2	*	*
Mathematics	45.9	NA	NA	NA	NA	15.2	20.0	55.5	58.3	*	*
Science	45.9	NA	NA	NA	NA	15.2	22.9	45.5	61.7	*	*
Social Studies	41.0	NA	NA	NA	NA	13.6	21.4	42.7	60.9	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Dorchester County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	NA	*	*	*	18.8	25.0	46.8	59.9	*	38.9

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	NA	NA	NA	89.7	98.7	98.4	99.2	*	NA
Writing	89.0	NA	NA	NA	NA	80.8	90.8	96.8	97.6	*	NA
Mathematics	84.9	NA	NA	NA	NA	78.2	90.8	94.4	96.0	*	NA
Citizenship	84.5	NA	NA	NA	NA	63.6	71.1	88.7	88.8	*	NA
Grade 11											
Reading	99.6	NA	NA	NA	*	100.0	100.0	100.0	98.9	*	*
Writing	98.0	NA	NA	NA	*	97.5	100.0	97.7	100.0	*	*
Mathematics	95.9	NA	NA	NA	*	100.0	100.0	98.9	100.0	*	*
Citizenship	95.5	NA	NA	NA	*	97.5	98.2	100.0	98.9	*	*
All Tests	91.8	NA	NA	NA	*	95.1	98.2	96.6	97.8	*	*

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	NA	*	*	NA	408.8	424.5	500.0	514.4	NA	NA
Mathematics	505.0	NA	*	*	NA	425.0	413.6	505.1	475.6	NA	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Frederick County Data**

Total Enrollment = 33,749	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.2		1.6		7.9		88.7		1.7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.1	0.8	0.8	4.1	3.8	45.2	43.5	0.9	0.8

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	33,749	27	26	262	279	1,389	1,267	15,251	14,686	291	271
Prekindergarten	591	0	0	3	2	37	39	257	243	5	5
Kindergarten	2,540	0	1	25	26	129	101	1,083	1,126	21	28
Grade 1	2,881	0	2	25	23	133	121	1,293	1,226	30	28
Grade 2	2,666	1	2	20	30	111	119	1,205	1,137	21	20
Grade 3	2,640	4	1	19	22	99	98	1,231	1,120	19	27
Grade 4	2,640	1	2	26	27	96	102	1,194	1,148	29	15
Grade 5	2,571	0	3	21	17	82	100	1,152	1,160	20	16
Grade 6	2,630	4	5	17	19	109	101	1,165	1,168	19	23
Grade 7	2,582	2	1	19	20	100	72	1,169	1,162	19	18
Grade 8	2,421	2	2	24	10	93	80	1,080	1,088	22	20
Grade 9	2,584	5	1	13	26	111	94	1,174	1,124	25	11
Grade 10	2,408	1	1	14	20	78	89	1,111	1,053	18	23
Grade 11	2,111	2	3	20	16	66	73	963	928	21	19
Grade 12	1,914	4	1	9	19	71	55	888	836	14	17
Ungraded	570	1	1	7	2	74	23	286	167	8	1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Frederick County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	95.3	94.2	96.3	96.3	94.9	94.6	95.3	95.1	94.9	94.4
Grades 7-12 (Secondary)	91.4	94.9	87.2	94.5	95.9	88.3	88.7	92.4	92.3	90.2	91.2

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	7.69	0.00	2.90	1.11	4.97	6.82	2.92	2.03	7.14	5.49

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	18.0	6.5	*	4.3	29.1	11.1	11.6
Percent of Suspended Students	74.2	25.8	*	0.6	18.4	79.4	1.6
Total Students Suspended = 4,097	3,041	1,056	4	23	752	3,254	64

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	56.4	43.6	NA	*	28.3	65.6	5.7

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Frederick County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	20.8		5.9		17.5		12.4		11.7	
Percent of All Special Education Students	0.3		0.7		10.9		86.5		1.5	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	22.2	19.2	9.9	2.2	22.9	11.7	16.6	7.9	14.8	8.5
Percent of All Special Education Students	0.1	0.1	0.6	0.1	7.4	3.5	59.4	27.2	1.0	0.5
Total Special Education Students = 4,273	6	5	26	6	318	148	2,537	1,161	43	23

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	39	NA	*	59.0	35.9	NA	*
Principals/Vice Principals	107	7.5	5.6	40.2	45.8	NA	*
Teachers	2,061	0.5	3.6	25.0	69.7	*	1.0
Other	509	1.6	5.5	9.0	83.5	NA	*
Total	2,716	1.0	4.0	23.1	70.8	*	0.9

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Frederick County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	*	NA	70.0	52.6	22.4	28.1	44.1	53.1	38.9	32.0
Writing	40.0	*	NA	66.7	68.4	20.2	34.8	40.2	57.5	38.1	60.0
Language Usage	49.5	*	NA	66.7	78.9	30.0	47.7	47.1	63.0	40.0	52.0
Mathematics	41.4	*	NA	57.1	68.4	19.4	19.8	50.3	54.1	33.3	45.8
Science	38.2	*	NA	42.9	52.6	17.0	20.7	45.1	52.6	42.9	36.0
Social Studies	35.8	*	NA	52.4	57.9	18.1	23.9	40.7	51.1	28.6	36.0
Grade 5											
Reading	35.6	NA	*	47.6	62.5	23.1	34.4	41.6	56.9	50.0	37.5
Writing	39.3	NA	*	71.4	75.0	19.5	41.3	49.6	58.3	58.8	62.5
Language Usage	46.8	NA	*	66.7	68.8	27.8	40.4	50.5	64.6	52.9	50.0
Mathematics	48.2	NA	*	81.0	87.5	37.9	42.3	63.9	68.3	64.7	62.5
Science	46.3	NA	*	81.0	87.5	39.1	42.3	61.2	68.1	64.7	50.0
Social Studies	43.7	NA	*	52.4	75.0	28.7	34.6	54.7	63.2	70.6	43.8
Grade 8											
Reading	26.3	*	*	34.8	100.0	16.7	28.4	31.1	43.7	18.8	23.5
Writing	42.5	*	*	52.0	72.7	22.9	45.0	43.4	60.9	29.4	44.4
Language Usage	48.8	*	*	60.0	100.0	24.7	39.2	51.4	71.1	29.4	47.1
Mathematics	45.9	*	*	76.0	81.8	34.4	37.5	65.8	68.3	58.8	55.6
Science	45.9	*	*	68.0	81.8	30.2	40.0	60.5	65.6	47.1	44.4
Social Studies	41.0	*	*	64.0	81.8	25.0	40.0	47.5	58.8	23.5	38.9

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Frederick County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	*	*	61.7	73.0	25.4	35.6	49.4	60.0	43.5	45.3

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	*	*	100.0	100.0	89.6	100.0	98.5	99.2	90.9	100.0
Writing	89.0	*	*	100.0	100.0	76.6	94.3	93.4	97.9	69.6	100.0
Mathematics	84.9	*	*	100.0	100.0	73.9	89.8	95.7	97.1	81.8	92.9
Citizenship	84.5	*	*	84.6	89.5	80.5	86.9	94.4	92.6	92.9	90.5
Grade 11											
Reading	99.6	*	*	100.0	100.0	100.0	98.6	99.8	99.6	100.0	100.0
Writing	98.0	*	*	100.0	100.0	96.8	100.0	98.2	99.3	100.0	100.0
Mathematics	95.9	*	*	95.0	100.0	95.2	94.7	99.5	99.2	100.0	93.8
Citizenship	95.5	*	*	95.0	100.0	88.9	91.9	96.5	96.3	100.0	100.0
All Tests	91.8	*	*	95.0	100.0	82.5	86.7	94.6	95.4	100.0	93.3

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	420.0	*	500.0	520.5	471.7	420.0	535.9	531.0	442.0	498.9
Mathematics	505.0	466.7	*	621.4	547.0	476.7	413.8	564.8	521.6	493.0	481.1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Garrett County Data**

Total Enrollment = 5,161	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.0		0.1		0.3		99.5		0.1	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.0	0.0	0.1	0.0	0.2	0.2	51.6	47.9	0.0	0.0

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	5,161	0	0	5	0	8	9	2,664	2,472	1	2
Prekindergarten	107	0	0	0	0	0	0	42	64	0	1
Kindergarten	426	0	0	1	0	0	0	210	215	0	0
Grade 1	424	0	0	2	0	0	2	234	186	0	0
Grade 2	381	0	0	0	0	0	0	216	164	1	0
Grade 3	358	0	0	0	0	1	0	181	176	0	0
Grade 4	374	0	0	0	0	0	1	196	177	0	0
Grade 5	353	0	0	0	0	0	0	181	172	0	0
Grade 6	384	0	0	0	0	0	1	210	173	0	0
Grade 7	422	0	0	0	0	3	3	213	203	0	0
Grade 8	385	0	0	0	0	0	0	193	192	0	0
Grade 9	422	0	0	0	0	0	2	220	200	0	0
Grade 10	369	0	0	0	0	1	0	169	199	0	0
Grade 11	391	0	0	2	0	2	0	210	177	0	0
Grade 12	323	0	0	0	0	1	0	162	159	0	1
Ungraded	42	0	0	0	0	0	0	27	15	0	0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Garrett County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	NA	NA	*	NA	*	*	96.0	96.0	*	NA
Grades 7-12 (Secondary)	91.4	NA	NA	*	NA	94.6	*	94.8	95.0	*	*

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	NA	NA	*	NA	0.00	0.00	5.38	2.77	*	NA

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	7.7	3.1	NA	NA	47.1	5.3	*
Percent of Suspended Students	73.4	26.6	NA	NA	2.9	96.8	*
Total Students Suspended = 278	204	74	0	0	8	269	1

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	55.2	44.8	NA	NA	NA	99.8	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Garrett County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	*		*		35.3		14.2		NA	
Percent of All Special Education Students	*		*		0.8		98.5		NA	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	*	*	*	NA	*	*	18.4	9.7	NA	NA
Percent of All Special Education Students	*	*	*	NA	*	*	66.2	32.3	NA	NA
Total Special Education Students = 739	1	3	1	0	4	2	489	239	0	0

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	13	NA	NA	61.5	38.5	NA	NA
Principals/Vice Principals	20	NA	NA	65.0	35.0	NA	NA
Teachers	369	NA	NA	30.6	69.4	NA	NA
Other	119	NA	NA	5.9	94.1	NA	NA
Total	521	NA	NA	27.1	72.9	NA	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Garrett County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	NA	NA	NA	NA	NA	NA	32.2	42.2	NA	NA
Writing	40.0	NA	NA	NA	NA	NA	NA	36.3	45.3	NA	NA
Language Usage	49.5	NA	NA	NA	NA	NA	NA	46.9	59.6	NA	NA
Mathematics	41.4	NA	NA	NA	NA	NA	NA	50.5	55.0	NA	NA
Science	38.2	NA	NA	NA	NA	NA	NA	35.2	44.8	NA	NA
Social Studies	35.8	NA	NA	NA	NA	NA	NA	31.9	39.5	NA	NA
Grade 5											
Reading	35.6	NA	NA	NA	NA	NA	NA	24.4	46.3	NA	NA
Writing	39.3	NA	NA	NA	NA	NA	*	31.8	55.4	NA	NA
Language Usage	46.8	NA	NA	NA	NA	NA	*	32.0	60.0	NA	NA
Mathematics	48.2	NA	NA	NA	NA	NA	*	48.3	61.4	NA	NA
Science	46.3	NA	NA	NA	NA	NA	*	46.6	53.6	NA	NA
Social Studies	43.7	NA	NA	NA	NA	NA	*	43.2	55.4	NA	NA
Grade 8											
Reading	26.3	NA	NA	NA	NA	NA	NA	27.4	40.6	NA	NA
Writing	42.5	NA	NA	NA	NA	*	NA	50.8	59.9	NA	NA
Language Usage	48.8	NA	NA	NA	NA	NA	NA	57.5	67.7	NA	NA
Mathematics	45.9	NA	NA	NA	NA	*	NA	61.1	55.6	NA	NA
Science	45.9	NA	NA	NA	NA	*	NA	60.0	64.2	NA	NA
Social Studies	41.0	NA	NA	NA	NA	*	NA	47.6	47.6	NA	NA

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Garrett County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	NA	NA	NA	NA	*	*	42.7	53.1	NA	NA

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	*	NA	NA	NA	*	98.6	97.9	*	NA
Writing	89.0	NA	*	NA	NA	NA	*	95.2	96.3	*	NA
Mathematics	84.9	NA	*	NA	NA	NA	*	98.1	96.8	*	NA
Citizenship	84.5	NA	*	NA	NA	NA	*	87.9	89.8	*	NA
Grade 11											
Reading	99.6	NA	NA	*	NA	NA	NA	99.4	100.0	*	NA
Writing	98.0	NA	NA	*	NA	NA	NA	98.9	98.8	*	NA
Mathematics	95.9	NA	NA	*	NA	NA	NA	98.3	98.2	*	NA
Citizenship	95.5	NA	NA	*	NA	NA	NA	98.3	98.2	*	NA
All Tests	91.8	NA	NA	*	NA	NA	NA	97.8	96.4	*	NA

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	NA	NA	NA	*	NA	533.6	509.2	NA	NA
Mathematics	505.0	*	NA	NA	NA	*	NA	541.5	490.3	NA	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Harford County Data**

Total Enrollment = 37,709	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.5		1.8		12.7		83.3		1.7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.3	0.2	0.9	0.9	6.6	6.1	42.8	40.5	0.8	0.9

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	37,709	104	80	334	333	2,496	2,307	16,137	15,261	316	341
Prekindergarten	781	1	1	4	6	115	92	328	217	6	11
Kindergarten	2,885	11	8	25	22	214	202	1,186	1,162	24	31
Grade 1	3,216	12	10	26	20	210	184	1,405	1,303	24	22
Grade 2	3,038	9	2	25	17	216	167	1,289	1,263	22	28
Grade 3	2,993	5	6	26	24	188	177	1,313	1,207	20	27
Grade 4	2,962	5	7	31	25	189	186	1,289	1,179	28	23
Grade 5	3,014	9	9	28	29	183	178	1,306	1,235	18	19
Grade 6	2,932	10	10	15	32	186	173	1,242	1,210	27	27
Grade 7	2,927	4	7	21	28	189	192	1,270	1,154	35	27
Grade 8	2,818	10	3	29	25	173	157	1,193	1,170	27	31
Grade 9	3,022	12	6	30	30	199	188	1,289	1,208	33	27
Grade 10	2,571	7	5	27	26	164	140	1,102	1,050	24	26
Grade 11	2,289	4	4	25	24	141	145	944	965	15	22
Grade 12	2,071	4	1	20	25	113	118	879	879	12	20
Ungraded	190	1	1	2	0	16	8	102	59	1	0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Harford County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	94.8	95.4	96.8	96.5	95.3	95.6	95.5	95.4	94.7	95.1
Grades 7-12 (Secondary)	91.4	90.1	91.9	96.2	95.2	91.7	92.9	93.5	93.3	93.9	92.5

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	18.18	6.25	2.56	0.00	7.08	2.88	4.17	2.47	1.00	1.90

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	11.3	4.2	13.2	3.7	16.6	6.5	10.9
Percent of Suspended Students	74.1	25.9	0.8	0.8	26.3	69.6	2.4
Total Students Suspended = 2,898	2,146	752	24	24	762	2,018	70

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	52.5	47.5	1.2	1.6	36.5	56.9	3.8

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Harford County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	19.6		7.0		13.7		12.6		10.4	
Percent of All Special Education Students	0.8		1.0		13.9		83.0		1.4	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	25.0	12.5	9.0	5.1	18.9	8.2	16.8	8.2	16.5	4.7
Percent of All Special Education Students	0.5	0.2	0.6	0.4	9.9	4.0	56.8	26.2	1.1	0.3
Total Special Education Students = 4,760	26	10	30	17	471	189	2,704	1,245	52	16

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	50	NA	10.0	54.0	36.0	NA	NA
Principals/Vice Principals	117	*	8.5	48.7	39.3	NA	NA
Teachers	2,274	0.9	3.6	24.1	70.8	*	0.6
Other	700	1.3	8.9	9.1	79.9	*	0.7
Total	3,141	1.1	5.0	22.1	71.1	*	0.6

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Harford County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	40.0	100.0	60.9	65.2	20.5	40.0	49.5	58.5	22.2	50.0
Writing	40.0	0.0	50.0	58.3	66.7	30.2	35.8	47.6	58.4	28.6	57.7
Language Usage	49.5	20.0	83.3	50.0	69.6	37.3	54.0	59.3	70.1	33.3	58.3
Mathematics	41.4	20.0	66.7	70.8	70.8	32.2	34.3	61.0	63.8	20.0	44.0
Science	38.2	20.0	83.3	79.2	58.3	26.4	33.5	51.5	57.5	33.3	38.5
Social Studies	35.8	20.0	83.3	66.7	62.5	26.9	27.9	47.6	55.1	19.0	42.3
Grade 5											
Reading	35.6	33.3	33.3	57.7	72.0	21.3	35.5	41.5	52.6	33.3	43.8
Writing	39.3	60.0	33.3	63.0	64.3	22.3	31.0	45.4	55.7	35.0	50.0
Language Usage	46.8	57.1	50.0	69.2	76.9	29.9	40.6	54.9	63.6	33.3	64.3
Mathematics	48.2	30.0	33.3	70.4	71.4	30.7	39.9	64.5	68.0	75.0	50.0
Science	46.3	40.0	33.3	77.8	67.9	33.0	33.9	60.7	62.5	55.0	75.0
Social Studies	43.7	40.0	55.6	70.4	85.7	27.9	44.6	57.9	61.8	25.0	50.0
Grade 8											
Reading	26.3	22.2	*	76.0	69.6	10.4	22.1	24.7	44.0	15.4	30.0
Writing	42.5	20.0	*	80.8	73.9	24.2	43.6	43.8	68.2	32.1	51.6
Language Usage	48.8	40.0	*	88.5	87.0	32.7	52.6	50.6	73.2	35.7	54.8
Mathematics	45.9	70.0	*	92.3	69.6	31.5	26.9	62.1	66.7	46.4	38.7
Science	45.9	60.0	*	73.1	82.6	25.5	35.3	55.7	68.0	46.4	38.7
Social Studies	41.0	40.0	*	65.4	56.5	27.3	33.3	47.5	59.7	39.3	38.7

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Harford County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	37.9	61.7	70.7	70.7	27.4	37.0	51.6	61.5	35.2	47.2

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	91.7	100.0	100.0	96.4	95.0	97.7	98.6	99.5	96.8	100.0
Writing	89.0	80.0	60.0	86.2	92.9	78.6	91.3	92.6	96.0	90.0	96.2
Mathematics	84.9	83.3	83.3	89.7	100.0	78.5	85.0	93.5	93.6	87.1	96.2
Citizenship	84.5	66.7	80.0	86.2	88.9	62.4	77.3	90.5	89.0	74.2	92.3
Grade 11											
Reading	99.6	*	*	95.2	100.0	98.5	99.3	99.6	100.0	85.7	100.0
Writing	98.0	*	*	100.0	85.7	93.8	98.6	99.1	99.1	92.9	100.0
Mathematics	95.9	*	*	100.0	100.0	97.7	95.8	99.2	99.7	100.0	100.0
Citizenship	95.5	*	*	100.0	89.3	96.2	94.3	99.1	99.0	92.9	100.0
All Tests	91.8	*	*	95.2	85.7	90.8	90.8	97.9	98.0	85.7	100.0

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	*	536.3	511.4	446.7	452.7	523.7	522.9	475.6	524.1
Mathematics	505.0	*	*	582.9	519.5	440.6	436.0	541.0	511.4	485.6	490.0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Howard County Data**

Total Enrollment = 38,857	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.1		7.9		16.3		73.9		1.8	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.0	0.1	4.1	3.7	8.3	8.0	37.9	36.0	1.0	0.8

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	38,857	16	28	1,603	1,456	3,232	3,113	14,725	13,999	371	314
Prekindergarten	233	0	0	6	1	18	12	117	72	4	3
Kindergarten	2,830	6	3	102	82	224	200	1,108	1,041	30	34
Grade 1	3,260	3	2	128	102	253	281	1,255	1,177	37	22
Grade 2	3,177	1	1	123	112	247	229	1,242	1,160	36	26
Grade 3	3,237	2	3	152	112	267	261	1,223	1,155	36	26
Grade 4	3,182	0	4	134	119	247	248	1,254	1,126	27	23
Grade 5	3,122	1	4	120	121	235	270	1,240	1,084	26	21
Grade 6	2,989	0	2	113	106	244	256	1,140	1,076	24	28
Grade 7	3,072	0	4	136	106	283	254	1,174	1,066	28	21
Grade 8	3,015	1	1	108	121	272	236	1,154	1,083	19	20
Grade 9	3,179	0	0	137	119	323	260	1,140	1,134	40	26
Grade 10	2,835	0	3	122	129	273	242	972	1,044	23	27
Grade 11	2,453	1	1	119	114	157	174	889	953	26	19
Grade 12	2,273	1	0	103	112	189	190	817	828	15	18
Ungraded	0										

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Howard County Data**

Attendance	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 1-6 (Elementary)	95.1	94.8	93.1	97.2	97.2	95.5	95.7	96.1	95.9	95.1	95.4
Grades 7-12 (Secondary)	91.4	*	93.1	96.8	96.6	93.5	93.7	95.0	94.8	94.5	94.2

Dropouts	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 9-12	4.66	0.00	20.00	3.64	1.37	4.54	4.52	2.42	1.64	5.31	3.88

Suspensions	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Group Enrollment who were Suspended	3.8	1.6	*	1.8	5.4	2.2	3.8
Percent of Suspended Students	71.3	28.7	*	5.4	32.7	59.2	2.5
Total Students Suspended = 1,043	744	299	3	56	341	617	26

Title I	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Title I Recipients	52.4	47.6	NA	4.0	48.3	42.7	5.0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Howard County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	*		3.7		14.1		10.2		11.5	
Percent of All Special Education Students	*		2.8		22.2		72.9		2.0	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	NA	*	4.4	3.0	19.6	8.4	13.9	6.3	15.9	6.4
Percent of All Special Education Students	NA	*	1.8	1.1	15.7	6.5	51.1	21.8	1.5	0.5
Total Special Education Students = 4,023	0	4	71	43	633	260	2,054	879	59	20

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	55	*	9.1	41.8	47.3	NA	NA
Principals/Vice Principals	136	8.1	18.4	38.2	33.1	*	*
Teachers	2,522	2.5	9.8	19.3	65.6	0.4	2.4
Other	879	1.8	10.4	7.7	78.4	NA	1.7
Total	3,592	2.6	10.2	17.5	67.2	0.3	2.1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Howard County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	*	*	56.7	67.0	31.1	44.8	57.3	66.3	48.0	55.0
Writing	40.0	*	*	58.2	69.0	29.4	42.3	52.1	64.7	44.4	40.0
Language Usage	49.5	*	*	74.5	77.0	34.7	50.6	59.7	74.7	60.0	45.0
Mathematics	41.4	*	*	67.4	75.2	24.6	32.2	63.4	65.5	46.2	25.0
Science	38.2	*	*	56.0	69.9	24.2	33.2	56.7	64.5	51.9	40.0
Social Studies	35.8	*	*	53.9	71.7	27.9	32.1	54.9	64.3	40.7	40.0
Grade 5											
Reading	35.6	*	*	54.0	72.6	27.4	42.2	46.4	63.7	32.0	71.4
Writing	39.3	*	*	56.0	68.9	25.4	38.9	47.9	65.8	48.0	61.9
Language Usage	46.8	*	*	69.3	82.2	36.9	48.3	57.5	72.5	48.0	61.9
Mathematics	48.2	*	*	76.7	75.6	33.5	41.1	70.9	74.2	56.0	52.4
Science	46.3	*	*	75.0	75.6	32.6	42.5	69.7	73.6	52.0	47.6
Social Studies	43.7	*	*	62.1	73.1	35.2	40.7	61.8	73.6	48.0	66.7
Grade 8											
Reading	26.3	*	*	42.6	60.3	16.8	33.3	28.1	48.9	11.1	30.0
Writing	42.5	*	*	62.7	76.7	25.6	51.7	45.2	67.6	26.3	50.0
Language Usage	48.8	*	*	77.2	85.3	30.5	58.8	55.0	75.7	22.2	55.0
Mathematics	45.9	*	*	76.5	82.8	34.3	40.0	63.3	67.7	42.1	35.0
Science	45.9	*	*	66.7	84.5	31.9	45.0	59.1	72.3	31.6	35.0
Social Studies	41.0	*	*	61.8	75.0	35.8	47.1	49.7	66.9	36.8	30.0

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Howard County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	31.7	54.2	63.5	74.6	29.8	42.3	55.6	67.9	42.7	47.0

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	NA	99.2	100.0	93.3	96.7	99.1	99.7	100.0	84.6
Writing	89.0	NA	NA	99.2	96.7	80.9	95.9	93.5	98.0	94.3	70.8
Mathematics	84.9	NA	NA	97.8	95.9	74.1	78.2	96.1	94.8	85.7	84.6
Citizenship	84.5	NA	*	99.1	97.6	86.9	83.5	97.3	95.8	80.0	73.9
Grade 11											
Reading	99.6	*	*	99.1	100.0	99.3	99.4	99.6	100.0	95.8	93.3
Writing	98.0	*	*	96.5	99.1	96.6	100.0	98.7	99.7	95.7	100.0
Mathematics	95.9	*	*	98.3	100.0	95.9	95.7	99.3	99.5	95.7	93.3
Citizenship	95.5	*	*	99.1	96.3	91.1	96.3	98.7	98.1	91.3	86.7
All Tests	91.8	*	*	95.7	95.5	87.8	93.2	97.5	97.3	91.3	86.7

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	525.0	511.4	499.1	540.1	434.2	484.8	551.1	544.7	527.3	532.4
Mathematics	505.0	521.3	468.6	601.2	586.5	445.5	465.3	584.0	537.8	594.7	527.6

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Kent County Data**

Total Enrollment = 2,898	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.1		0.5		27.8		69.7		1.8	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.0	0.1	0.3	0.2	14.1	13.7	36.0	33.8	1.0	0.8

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	2,898	0	2	8	7	410	397	1,042	979	29	24
Prekindergarten	154	0	0	0	0	22	21	57	52	1	1
Kindergarten	213	0	0	0	0	25	28	82	72	4	2
Grade 1	228	0	0	0	1	30	43	72	78	3	1
Grade 2	218	0	0	0	0	30	37	91	55	4	1
Grade 3	235	0	0	0	2	36	34	73	88	1	1
Grade 4	209	0	0	1	1	22	28	77	75	3	2
Grade 5	225	0	0	1	0	29	32	78	79	2	4
Grade 6	234	0	0	2	0	31	25	83	89	2	2
Grade 7	237	0	1	0	0	53	38	77	64	3	1
Grade 8	210	0	1	0	2	26	20	67	89	1	4
Grade 9	203	0	0	0	1	33	23	76	66	2	2
Grade 10	198	0	0	1	0	30	24	83	59	1	0
Grade 11	153	0	0	3	0	23	21	54	49	1	2
Grade 12	166	0	0	0	0	15	20	67	62	1	1
Ungraded	15	0	0	0	0	5	3	5	2	0	0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Kent County Data

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	NA	NA	*	*	95.4	95.6	95.0	95.2	95.5	95.7
Grades 7-12 (Secondary)	91.4	NA	*	*	*	92.1	91.5	92.6	92.6	92.8	78.1

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	NA	NA	*	*	0.96	6.38	2.74	4.10	0.00	0.00

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	13.6	4.6	NA	*	16.9	6.2	*
Percent of Suspended Students	75.9	24.1	NA	*	51.0	46.6	*
Total Students Suspended = 253	192	61	0	2	129	118	4

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	53.1	46.9	NA	*	36.0	59.8	3.7

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Kent County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	*		NA		16.2		8.9		*	
Percent of All Special Education Students	*		NA		40.8		56.1		*	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	*	*	NA	NA	22.4	9.8	10.8	6.8	*	NA
Percent of All Special Education Students	*	*	NA	NA	28.7	12.1	35.2	20.9	*	NA
Total Special Education Students = 321	4	4	0	0	92	39	113	67	2	0

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	9	NA	NA	55.6	*	NA	NA
Principals/Vice Principals	11	*	*	*	*	NA	NA
Teachers	183	4.9	6.6	24.0	64.5	NA	NA
Other	57	*	21.1	12.3	59.6	NA	*
Total	260	4.6	10.0	23.1	61.5	NA	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Kent County Data**

Maryland School Performance Assessment Program (MSPAP)		Percent at Satisfactory										
		State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3												
Reading	36.8	NA	NA	NA	*	16.1	33.3	43.7	62.6	*	*	
Writing	40.0	NA	NA	NA	*	36.4	50.0	43.2	77.2	*	*	
Language Usage	49.5	NA	NA	NA	*	41.9	70.0	56.3	81.1	*	*	
Mathematics	41.4	NA	NA	NA	*	36.4	43.3	77.0	82.6	*	*	
Science	38.2	NA	NA	NA	*	39.4	43.3	54.1	75.0	*	*	
Social Studies	35.8	NA	NA	NA	*	27.3	40.0	50.0	72.8	*	*	
Grade 5												
Reading	35.6	NA	NA	*	NA	12.0	25.8	39.4	48.0	*	*	
Writing	39.3	NA	NA	*	NA	13.8	25.8	32.5	68.0	*	*	
Language Usage	46.8	NA	NA	*	NA	16.0	20.0	45.7	68.0	*	*	
Mathematics	48.2	NA	NA	*	NA	13.8	29.0	59.7	69.3	*	*	
Science	46.3	NA	NA	*	NA	31.0	16.1	66.2	74.7	*	*	
Social Studies	43.7	NA	NA	*	NA	20.7	25.8	53.2	62.7	*	*	
Grade 8												
Reading	26.3	NA	*	NA	*	14.3	17.6	43.5	38.2	*	*	
Writing	42.5	NA	*	NA	*	23.1	31.6	46.2	65.2	*	*	
Language Usage	48.8	NA	*	NA	*	23.1	33.3	54.0	68.5	*	*	
Mathematics	45.9	NA	*	NA	*	11.5	26.3	64.6	69.7	*	*	
Science	45.9	NA	*	NA	*	19.2	36.8	73.8	70.8	*	*	
Social Studies	41.0	NA	*	NA	*	23.1	21.1	50.8	59.6	*	*	

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Kent County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	NA	*	*	*	24.1	33.4	53.0	67.6	*	25.5

Percent Passing											
Maryland Functional Tests	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	NA	NA	*	83.9	95.7	100.0	98.5	*	*
Writing	89.0	NA	NA	NA	*	80.6	100.0	97.3	100.0	*	*
Mathematics	84.9	NA	NA	NA	*	80.6	95.7	97.4	95.5	*	*
Citizenship	84.5	NA	NA	NA	*	70.0	86.4	90.4	95.4	*	*
Grade 11											
Reading	99.6	NA	NA	*	NA	100.0	100.0	100.0	100.0	*	*
Writing	98.0	NA	NA	*	NA	95.7	100.0	100.0	100.0	NA	*
Mathematics	95.9	NA	NA	*	NA	100.0	100.0	100.0	100.0	*	*
Citizenship	95.5	NA	NA	*	NA	100.0	100.0	100.0	100.0	NA	*
All Tests	91.8	NA	NA	*	NA	95.7	100.0	100.0	100.0	*	*

Mean Scores											
1997 Scholastic Aptitude Test (SAT)	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	NA	NA	NA	NA	*	427.1	539.3	499.4	*	NA
Mathematics	505.0	NA	NA	NA	NA	*	408.6	531.8	478.7	*	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Montgomery County Data**

Total Enrollment = 122,505	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.4		12.6		19.8		54.7		12.5	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.2	0.2	6.4	6.2	10.0	9.8	28.4	26.3	6.5	6.0

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	122,505	229	211	7,815	7,569	12,302	11,979	34,789	32,263	7,969	7,379
Prekindergarten	2,576	5	8	148	121	464	420	361	302	386	361
Kindergarten	9,319	40	43	501	473	990	856	2,581	2,442	738	655
Grade 1	9,947	21	20	602	547	973	958	2,863	2,644	670	649
Grade 2	9,826	18	22	558	592	948	923	2,859	2,649	652	605
Grade 3	9,741	12	7	609	595	864	974	2,785	2,739	594	562
Grade 4	9,363	20	10	564	596	877	903	2,692	2,601	554	546
Grade 5	8,958	13	12	562	538	776	864	2,618	2,583	510	482
Grade 6	8,892	10	15	582	512	807	822	2,648	2,540	496	460
Grade 7	8,516	13	10	582	591	792	787	2,547	2,261	483	450
Grade 8	8,355	8	11	571	549	733	839	2,407	2,261	481	495
Grade 9	8,937	14	13	599	617	897	986	2,333	2,351	596	531
Grade 10	7,917	13	14	640	579	698	740	2,204	2,097	490	442
Grade 11	7,720	19	11	605	591	654	725	2,152	2,074	409	480
Grade 12	6,967	9	11	530	571	526	630	1,987	1,943	374	386
Ungraded	5,471	14	4	162	97	1,303	552	1,752	776	536	275

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Montgomery County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	94.7	93.2	96.7	96.7	94.9	94.8	95.4	95.2	94.6	94.3
Grades 7-12 (Secondary)	91.4	93.1	91.5	95.8	95.8	92.1	92.4	94.0	93.6	91.8	91.4

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	2.90	1.75	1.08	0.82	3.47	2.39	2.29	1.40	4.11	3.07

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	5.3	1.9	3.0	1.7	7.7	2.5	4.5
Percent of Suspended Students	74.7	25.3	0.3	6.0	41.3	37.4	15.1
Total Students Suspended = 4,380	3,272	1,108	13	261	1,810	1,636	660

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	53.8	46.2	0.4	9.6	34.3	19.6	36.1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Montgomery County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	10.5		4.5		15.2		12.1		11.7	
Percent of All Special Education Students	0.3		4.8		25.8		56.5		12.6	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	14.4	6.2	5.6	3.2	20.4	9.9	15.9	8.0	14.4	8.9
Percent of All Special Education Students	0.2	0.1	3.1	1.7	17.5	8.3	38.5	18.0	8.0	4.6
Total Special Education Students = 14,317	33	13	441	244	2,510	1,185	5,517	2,573	1,147	654

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	162	8.6	7.4	34.0	40.7	5.6	3.7
Principals/Vice Principals	330	7.3	17.9	29.7	40.0	*	3.9
Teachers	7,445	1.9	7.7	19.2	64.9	0.8	5.4
Other	3,081	2.5	10.8	7.4	69.9	1.2	8.1
Total	11,018	2.4	8.9	16.4	65.2	1.0	6.1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Montgomery County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	55.6	42.9	50.5	60.4	19.7	31.6	48.0	58.2	28.5	31.2
Writing	40.0	50.0	42.9	54.1	67.4	25.6	37.5	52.3	64.0	33.2	37.8
Language Usage	49.5	50.0	71.4	71.7	78.8	32.9	44.3	61.3	72.8	37.6	48.4
Mathematics	41.4	70.0	42.9	66.2	64.5	24.5	26.3	67.7	67.6	31.1	30.1
Science	38.2	60.0	14.3	54.8	61.3	21.3	27.4	58.8	62.6	30.0	32.7
Social Studies	35.8	60.0	28.6	50.2	55.0	21.5	25.3	53.7	60.2	26.8	26.8
Grade 5											
Reading	35.6	20.0	50.0	44.7	61.9	19.6	31.2	44.6	58.5	21.1	31.6
Writing	39.3	41.7	25.0	53.7	66.9	22.7	33.3	53.5	64.0	24.8	33.7
Language Usage	46.8	50.0	37.5	65.4	79.5	28.9	40.1	62.2	72.4	33.3	43.5
Mathematics	48.2	50.0	50.0	72.3	76.3	29.1	33.5	75.2	76.9	38.8	37.4
Science	46.3	58.3	50.0	66.9	74.8	29.1	32.1	68.5	73.1	33.3	36.6
Social Studies	43.7	58.3	37.5	55.0	63.3	27.4	33.2	62.6	68.4	26.8	31.9
Grade 8											
Reading	26.3	23.1	9.1	37.4	52.6	10.4	22.7	28.5	45.5	14.0	21.7
Writing	42.5	46.2	33.3	56.9	71.1	22.3	40.9	48.0	67.3	23.8	42.3
Language Usage	48.8	33.3	45.5	65.6	80.3	27.3	48.8	56.1	75.2	30.6	49.6
Mathematics	45.9	53.8	58.3	75.2	78.9	32.6	38.8	74.4	76.4	39.2	37.4
Science	45.9	61.5	25.0	69.0	74.2	27.4	38.7	61.6	71.9	35.8	36.3
Social Studies	41.0	46.2	16.7	58.2	62.3	24.4	32.6	54.2	66.3	26.0	32.6

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Montgomery County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	49.0	36.9	59.3	68.3	24.8	34.3	57.4	66.7	29.7	35.6

Percent Passing											
Maryland Functional Tests	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	100.0	100.0	99.1	100.0	96.0	99.0	99.5	99.6	97.9	98.7
Writing	89.0	85.7	100.0	95.6	98.0	81.3	94.2	94.7	97.4	83.7	93.2
Mathematics	84.9	100.0	76.9	97.3	99.1	85.8	89.9	98.3	97.6	87.7	87.0
Citizenship	84.5	100.0	100.0	94.9	94.6	85.1	84.0	96.6	96.4	78.9	81.4
Grade 11											
Reading	99.6	100.0	100.0	99.8	99.6	99.8	99.9	100.0	100.0	98.4	99.6
Writing	98.0	100.0	100.0	99.6	99.8	99.0	99.7	99.3	99.9	97.6	98.8
Mathematics	95.9	95.5	100.0	99.5	99.6	96.7	95.9	99.5	99.7	95.3	95.5
Citizenship	95.5	95.2	100.0	97.0	99.1	92.1	94.6	98.8	98.9	91.8	91.5
All Tests	91.8	90.9	100.0	96.6	98.4	89.0	91.1	97.9	98.5	88.1	88.6

Mean Scores											
1997 Scholastic Aptitude Test (SAT)	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	520.0	524.2	523.0	527.6	467.2	473.7	567.8	570.0	505.0	507.3
Mathematics	505.0	578.8	500.5	608.9	580.2	476.8	455.1	589.3	560.8	526.3	493.8

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Prince George's County Data**

Total Enrollment = 125,198	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.4		3.8		73.4		16.7		5.7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.3	0.2	1.9	1.9	37.4	36.0	8.7	8.0	2.9	2.7

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	125,198	329	215	2,345	2,431	46,828	45,046	10,843	10,075	3,659	3,427
Prekindergarten	2,787	15	8	31	35	1,181	970	213	122	107	105
Kindergarten	9,676	54	22	188	194	3,504	3,361	877	742	389	345
Grade 1	10,311	30	16	179	212	3,834	3,550	871	855	390	374
Grade 2	10,206	31	18	189	199	3,716	3,644	882	821	346	360
Grade 3	9,678	35	22	164	166	3,667	3,437	861	789	292	245
Grade 4	9,279	25	18	173	165	3,364	3,347	834	816	254	283
Grade 5	8,928	29	13	141	175	3,258	3,251	818	759	238	246
Grade 6	8,963	13	16	167	162	3,268	3,286	825	782	219	225
Grade 7	8,895	19	16	143	164	3,315	3,302	754	745	251	186
Grade 8	8,892	21	17	185	162	3,339	3,322	735	706	190	215
Grade 9	9,978	18	14	195	206	3,813	3,626	819	751	285	251
Grade 10	8,814	9	14	178	183	3,253	3,278	711	722	250	216
Grade 11	7,700	12	10	190	189	2,736	2,956	605	627	210	165
Grade 12	7,069	9	11	169	193	2,431	2,719	597	632	145	163
Ungraded	4,022	9	0	53	26	2,149	997	441	206	93	48

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Prince George's County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	94.4	94.1	96.3	96.3	95.0	95.1	95.2	95.0	95.0	94.8
Grades 7-12 (Secondary)	91.4	91.0	89.4	92.0	93.1	89.4	90.0	89.3	90.3	87.3	88.3

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	7.14	1.89	1.65	1.98	5.36	2.72	5.88	3.03	7.44	7.13

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	12.5	5.7	6.1	2.6	10.6	5.1	7.9
Percent of Suspended Students	69.6	30.4	0.3	1.1	84.4	9.4	4.8
Total Students Suspended = 11,231	7,815	3,416	32	123	9,477	1,056	543

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	50.9	49.1	0.4	3.0	76.9	5.1	14.7

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Prince George's County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	7.5		4.5		9.7		12.1		6.7	
Percent of All Special Education Students	0.3		1.8		73.2		20.8		3.9	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	8.5	6.0	6.4	2.8	13.0	6.3	16.4	7.4	8.2	5.1
Percent of All Special Education Students	0.2	0.1	1.2	0.6	49.9	23.2	14.6	6.2	2.5	1.4
Total Special Education Students = 12,147	28	13	149	68	6,066	2,822	1,776	749	301	175

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	160	10.0	25.0	28.1	34.4	*	*
Principals/Vice Principals	276	16.3	33.0	27.2	23.2	NA	*
Teachers	7,036	8.6	28.8	14.0	46.7	0.3	1.4
Other	1,884	8.9	42.6	6.1	41.4	*	0.8
Total	9,356	8.9	31.7	13.1	44.8	0.3	1.3

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Prince George's County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	28.6	33.3	37.1	46.7	16.1	23.8	36.0	45.8	17.9	26.3
Writing	40.0	23.3	28.6	47.0	51.4	22.2	30.9	38.8	54.2	20.3	35.2
Language Usage	49.5	34.5	47.6	57.3	63.8	29.3	43.1	49.3	62.1	31.1	40.6
Mathematics	41.4	31.0	38.1	47.7	51.4	19.7	22.9	48.7	55.0	24.4	27.5
Science	38.2	30.0	38.1	42.5	49.3	17.9	22.6	41.8	52.2	20.9	21.1
Social Studies	35.8	20.0	28.6	33.6	45.0	15.0	20.1	35.6	46.5	20.9	15.5
Grade 5											
Reading	35.6	13.6	45.5	32.8	56.8	14.8	23.7	28.6	46.2	15.6	31.3
Writing	39.3	24.0	41.7	43.1	60.8	17.9	29.3	37.7	51.0	16.0	28.4
Language Usage	46.8	20.8	25.0	48.8	74.7	24.7	38.6	45.9	62.4	18.8	34.4
Mathematics	48.2	28.0	25.0	58.5	63.9	23.3	30.5	55.1	59.2	24.1	31.1
Science	46.3	28.0	16.7	53.8	58.2	21.6	27.0	52.4	59.4	23.1	32.0
Social Studies	43.7	28.0	33.3	43.8	57.0	19.3	27.3	42.0	54.4	17.9	31.5
Grade 8											
Reading	26.3	14.3	52.9	29.3	44.0	8.5	19.3	24.4	40.5	8.1	20.2
Writing	42.5	38.1	82.4	45.9	66.5	20.0	39.6	36.6	57.2	16.8	39.5
Language Usage	48.8	38.1	88.2	56.0	73.5	25.0	46.2	46.6	67.6	18.6	44.3
Mathematics	45.9	38.1	58.8	50.6	51.0	18.1	23.4	51.7	55.2	22.3	23.2
Science	45.9	28.6	70.6	54.7	62.6	19.9	29.5	48.4	59.5	22.3	30.8
Social Studies	41.0	23.8	76.5	47.1	52.9	19.1	30.4	43.5	54.6	21.2	32.4

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Prince George's County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	27.2	46.8	46.2	57.4	19.6	29.3	42.5	54.6	20.0	30.6

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	93.8	100.0	97.9	99.0	97.1	98.2	98.3	99.7	94.8	93.9
Writing	89.0	80.0	100.0	91.1	98.9	80.8	93.2	86.5	96.4	87.9	95.5
Mathematics	84.9	75.0	85.7	91.1	96.9	76.2	81.3	90.5	90.5	76.7	86.9
Citizenship	84.5	66.7	84.6	86.4	88.8	68.9	71.0	88.8	84.7	63.0	72.6
Grade 11											
Reading	99.6	100.0	100.0	99.5	100.0	99.8	99.5	99.8	99.8	99.0	99.3
Writing	98.0	100.0	100.0	98.4	99.4	97.2	99.3	98.4	99.5	97.8	95.8
Mathematics	95.9	87.5	100.0	96.4	96.6	93.5	93.7	98.4	97.8	91.2	87.3
Citizenship	95.5	87.5	88.9	95.3	93.2	94.1	94.5	97.7	98.3	86.5	84.7
All Tests	91.8	87.5	88.9	91.4	91.5	87.5	89.4	95.1	95.8	78.4	78.5

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	470.0	462.9	468.9	486.4	425.2	434.7	544.1	543.3	430.9	462.8
Mathematics	505.0	442.9	411.4	533.5	494.2	423.9	412.2	552.8	516.4	444.6	443.4

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Queen Anne's County Data**

Total Enrollment = 6,364	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.1		0.6		12.6		86.3		0.5	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.0	0.3	0.3	6.2	6.4	45.0	41.2	0.2	0.2

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	6,364	5	3	16	22	392	407	2,865	2,624	15	15
Prekindergarten	188	0	0	1	0	8	13	85	80	1	0
Kindergarten	469	1	0	2	1	33	24	201	205	0	2
Grade 1	506	1	0	1	0	25	24	246	203	3	3
Grade 2	546	1	1	4	1	23	40	244	229	2	1
Grade 3	561	1	0	0	3	29	39	251	234	3	1
Grade 4	488	0	1	1	3	28	32	232	189	2	0
Grade 5	488	0	0	0	0	26	24	231	205	1	1
Grade 6	500	0	0	4	4	30	26	245	191	0	0
Grade 7	477	0	0	0	2	39	31	215	190	0	0
Grade 8	505	1	0	0	0	27	21	227	228	1	0
Grade 9	436	0	0	0	2	39	28	199	164	1	3
Grade 10	443	0	1	1	2	36	42	172	188	0	1
Grade 11	409	0	0	2	1	26	37	173	170	0	0
Grade 12	348	0	0	0	3	23	26	144	148	1	3
Ungraded	0										

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Queen Anne's County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	*	*	94.6	94.5	94.1	95.5	95.1	95.1	96.5	95.4
Grades 7-12 (Secondary)	91.4	*	*	*	91.9	89.3	89.3	92.6	92.5	*	93.2

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	*	*	0.00	0.00	11.81	5.56	5.34	4.00	0.00	0.00

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	16.0	4.9	*	*	26.1	8.5	NA
Percent of Suspended Students	77.7	22.3	*	*	30.8	68.7	NA
Total Students Suspended = 659	512	147	1	2	203	453	0

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	55.0	45.0	NA	NA	25.6	73.1	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Queen Anne's County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	*		15.8		22.8		12.1		*	
Percent of All Special Education Students	*		0.7		21.3		77.6		*	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	NA	*	*	*	30.4	15.5	16.2	7.5	*	NA
Percent of All Special Education Students	NA	*	*	*	13.9	7.4	54.4	23.2	*	NA
Total Special Education Students = 854	0	2	3	3	119	63	465	198	1	0

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	12	*	*	66.7	*	NA	NA
Principals/Vice Principals	17	29.4	*	35.3	*	NA	NA
Teachers	378	3.4	9.5	21.7	64.6	NA	*
Other	113	NA	8.0	12.4	79.6	NA	NA
Total	520	3.7	9.2	21.2	65.4	NA	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Queen Anne's County Data**

Maryland School Performance Assessment Program (MSPAP)		Percent at Satisfactory										
		State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3												
Reading	36.8	*	NA	NA	*	4.5	25.0	37.7	49.8	*	*	
Writing	40.0	*	NA	NA	*	3.3	32.4	34.6	49.4	*	*	
Language Usage	49.5	*	NA	NA	*	16.7	42.4	43.7	59.7	*	*	
Mathematics	41.4	*	NA	NA	*	6.7	10.8	44.0	44.8	*	*	
Science	38.2	*	NA	NA	*	13.3	16.2	40.1	45.5	*	*	
Social Studies	35.8	*	NA	NA	*	10.0	24.3	36.2	47.6	*	*	
Grade 5												
Reading	35.6	NA	NA	NA	NA	5.6	31.6	37.7	51.7	*	*	
Writing	39.3	NA	NA	NA	NA	13.0	31.8	31.3	48.1	*	*	
Language Usage	46.8	NA	NA	NA	NA	5.0	40.0	37.4	53.2	*	*	
Mathematics	48.2	NA	NA	NA	NA	8.7	18.2	54.8	61.5	*	*	
Science	46.3	NA	NA	NA	NA	17.4	27.3	52.6	58.2	*	*	
Social Studies	43.7	NA	NA	NA	NA	17.4	31.8	47.8	57.2	*	*	
Grade 8												
Reading	26.3	*	NA	NA	NA	11.1	10.0	21.7	47.0	*	NA	
Writing	42.5	*	NA	NA	NA	18.5	30.0	31.4	62.2	*	NA	
Language Usage	48.8	*	NA	NA	NA	25.9	40.0	39.9	70.1	*	NA	
Mathematics	45.9	*	NA	NA	NA	14.8	35.0	49.5	58.6	*	NA	
Science	45.9	*	NA	NA	NA	25.9	40.0	52.4	64.4	*	NA	
Social Studies	41.0	*	NA	NA	NA	22.2	60.0	42.4	55.4	*	NA	

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Queen Anne's County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	*	NA	NA	*	13.5	29.1	40.9	54.6	70.0	*

Percent Passing											
Maryland Functional Tests	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	NA	NA	*	94.9	100.0	99.5	100.0	*	*
Writing	89.0	NA	NA	NA	*	73.0	92.6	93.6	97.6	*	*
Mathematics	84.9	NA	NA	NA	*	87.2	92.6	94.7	98.2	*	*
Citizenship	84.5	NA	NA	NA	*	84.2	85.2	94.1	93.4	*	*
Grade 11											
Reading	99.6	NA	NA	*	*	95.7	100.0	100.0	100.0	NA	NA
Writing	98.0	NA	NA	*	*	90.5	100.0	98.2	98.8	NA	NA
Mathematics	95.9	NA	NA	*	*	95.7	97.1	98.8	100.0	NA	NA
Citizenship	95.5	NA	NA	*	*	95.5	97.1	98.8	98.8	NA	NA
All Tests	91.8	NA	NA	*	*	81.8	94.1	96.4	97.5	NA	NA

Mean Scores											
1997 Scholastic Aptitude Test (SAT)	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	NA	*	NA	*	392.0	406.3	545.7	482.5	NA	*
Mathematics	505.0	NA	*	NA	*	356.0	351.3	529.4	463.1	NA	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Somerset County Data**

Total Enrollment = 3,197	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.0		0.2		45.7		53.6		0.5	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.0	0.0	0.1	0.1	22.2	23.6	27.6	26.0	0.3	0.3

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	3,197	0	0	3	2	709	753	881	832	9	8
Prekindergarten	159	0	0	1	0	28	35	59	35	0	1
Kindergarten	252	0	0	0	1	66	50	58	74	1	2
Grade 1	249	0	0	1	0	60	56	65	65	2	0
Grade 2	222	0	0	0	1	53	57	59	51	0	1
Grade 3	213	0	0	0	0	42	55	56	58	2	0
Grade 4	233	0	0	0	0	55	56	63	59	0	0
Grade 5	237	0	0	0	0	58	51	67	59	2	0
Grade 6	232	0	0	0	0	56	55	60	61	0	0
Grade 7	220	0	0	1	0	47	44	67	61	0	0
Grade 8	234	0	0	0	0	43	54	74	62	0	1
Grade 9	249	0	0	0	0	57	53	73	64	0	2
Grade 10	226	0	0	0	0	48	58	68	52	0	0
Grade 11	218	0	0	0	0	46	67	53	51	1	0
Grade 12	218	0	0	0	0	41	57	49	69	1	1
Ungraded	35	0	0	0	0	9	5	10	11	0	0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Somerset County Data

Attendance	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 1-6 (Elementary)	95.1	NA	NA	*	*	94.6	95.5	93.7	94.7	95.4	*
Grades 7-12 (Secondary)	91.4	NA	NA	*	NA	93.6	93.6	93.3	94.1	*	90.4

Dropouts	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 9-12	4.66	NA	NA	NA	NA	12.28	5.98	5.64	5.02	*	*

Suspensions	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Group Enrollment who were Suspended	30.1	13.4	NA	NA	28.7	15.9	*
Percent of Suspended Students	69.1	30.9	NA	NA	60.9	38.9	*
Total Students Suspended = 660	456	204	0	0	402	257	1

Title I	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Title I Recipients	52.8	47.2	NA	*	61.9	37.4	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Somerset County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	NA		NA		12.2		13.0		*	
Percent of All Special Education Students	NA		NA		44.2		55.1		*	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	NA	NA	NA	NA	15.1	9.6	16.6	9.3	*	*
Percent of All Special Education Students	NA	NA	NA	NA	26.4	17.8	36.0	19.0	*	*
Total Special Education Students = 405	0	0	0	0	107	72	146	77	1	2

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	17	*	*	58.8	*	NA	NA
Principals/Vice Principals	16	*	*	50.0	31.3	NA	NA
Teachers	215	4.2	19.1	17.7	59.1	NA	NA
Other	64	*	37.5	7.8	53.1	NA	NA
Total	312	3.8	22.4	19.6	54.2	NA	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Somerset County Data**

Maryland School Performance Assessment Program (MSPAP)		Percent at Satisfactory										
		State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3												
Reading	36.8	NA	NA	NA	NA	17.1	24.1	28.9	40.4	*	*	
Writing	40.0	NA	NA	NA	NA	7.1	31.5	28.3	43.1	*	*	
Language Usage	49.5	NA	NA	NA	NA	19.0	57.4	37.0	48.3	*	*	
Mathematics	41.4	NA	NA	NA	NA	2.4	20.4	19.6	32.8	*	*	
Science	38.2	NA	NA	NA	NA	7.1	16.7	28.3	37.9	*	*	
Social Studies	35.8	NA	NA	NA	NA	7.1	16.7	23.9	34.5	*	*	
Grade 5												
Reading	35.6	NA	NA	NA	NA	9.8	20.4	20.3	44.2	*	NA	
Writing	39.3	NA	NA	NA	NA	12.1	19.2	39.4	41.5	*	NA	
Language Usage	46.8	NA	NA	NA	NA	26.4	31.4	41.5	38.5	*	NA	
Mathematics	48.2	NA	NA	NA	NA	17.2	23.1	37.9	50.9	*	NA	
Science	46.3	NA	NA	NA	NA	8.6	25.0	54.5	37.7	*	NA	
Social Studies	43.7	NA	NA	NA	NA	13.8	19.2	37.9	35.8	*	NA	
Grade 8												
Reading	26.3	NA	NA	NA	NA	7.9	28.0	14.5	41.4	NA	NA	
Writing	42.5	NA	NA	NA	NA	10.3	28.0	28.2	57.6	NA	NA	
Language Usage	48.8	NA	NA	NA	NA	20.5	48.0	32.4	74.6	NA	NA	
Mathematics	45.9	NA	NA	NA	NA	28.2	30.0	53.5	61.0	NA	NA	
Science	45.9	NA	NA	NA	NA	15.4	36.0	45.1	57.6	NA	NA	
Social Studies	41.0	NA	NA	NA	NA	5.1	30.0	29.6	50.8	NA	NA	

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Somerset County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	NA	NA	NA	NA	13.2	28.0	34.1	46.3	*	*

Percent Passing											
Maryland Functional Tests	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	NA	NA	NA	86.4	93.8	95.6	98.4	NA	*
Writing	89.0	NA	NA	NA	NA	70.2	95.8	77.6	88.7	NA	*
Mathematics	84.9	NA	NA	NA	NA	88.1	93.8	91.2	98.4	NA	*
Citizenship	84.5	NA	NA	NA	NA	70.7	78.7	89.1	88.7	NA	*
Grade 11											
Reading	99.6	NA	NA	NA	NA	97.5	98.4	98.1	100.0	*	NA
Writing	98.0	NA	NA	NA	NA	92.5	96.7	98.1	100.0	*	NA
Mathematics	95.9	NA	NA	NA	NA	95.0	95.0	98.1	100.0	*	NA
Citizenship	95.5	NA	NA	NA	NA	100.0	91.8	100.0	100.0	*	NA
All Tests	91.8	NA	NA	NA	NA	87.5	85.2	96.2	100.0	*	NA

Mean Scores											
1997 Scholastic Aptitude Test (SAT)	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	NA	NA	NA	NA	376.0	427.9	515.0	483.9	NA	NA
Mathematics	505.0	NA	NA	NA	NA	396.0	402.1	502.9	451.9	NA	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 St. Mary's County Data**

Total Enrollment = 14,318	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.5		1.5		19.7		76.9		1.4	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.3	0.2	0.8	0.7	9.6	10.0	39.8	37.2	0.8	0.6

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	14,318	39	32	119	100	1,379	1,435	5,694	5,323	108	89
Prekindergarten	531	3	3	3	3	77	77	205	147	10	3
Kindergarten	1,020	5	0	6	6	107	97	410	370	13	6
Grade 1	1,140	4	2	11	8	121	131	441	401	11	10
Grade 2	1,161	2	2	4	7	110	130	436	448	13	9
Grade 3	1,063	4	2	16	10	112	105	417	381	7	9
Grade 4	1,104	3	7	13	10	118	116	436	388	8	5
Grade 5	1,017	1	2	5	8	91	106	428	362	7	7
Grade 6	1,080	4	4	9	6	101	94	435	417	5	5
Grade 7	1,087	2	2	7	3	92	116	440	414	5	6
Grade 8	1,042	0	3	7	12	108	102	411	384	6	9
Grade 9	1,246	1	2	15	8	121	117	516	459	4	3
Grade 10	1,070	5	1	4	5	83	101	407	453	7	4
Grade 11	899	3	0	11	8	55	78	373	356	6	9
Grade 12	767	0	2	7	6	65	58	311	309	6	3
Ungraded	91	2	0	1	0	18	7	28	34	0	1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 St. Mary's County Data

Attendance	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 1-6 (Elementary)	95.1	95.1	95.0	95.9	94.9	95.2	95.3	95.2	95.4	95.1	95.9
Grades 7-12 (Secondary)	91.4	93.5	94.8	91.8	92.4	91.3	90.8	92.8	92.8	93.3	92.5

Dropouts	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 9-12	4.66	7.69	0.00	2.22	2.70	5.32	4.99	3.37	2.43	0.00	8.33

Suspensions	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Group Enrollment who were Suspended	15.5	5.7	15.4	7.0	19.2	8.7	7.6
Percent of Suspended Students	73.8	26.2	0.7	1.0	34.6	62.8	0.9
Total Students Suspended = 1,474	1,088	386	10	15	510	925	14

Title I	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Percent of Title I Recipients	51.1	48.9	0.9	2.8	37.4	55.8	3.0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 St. Mary's County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	29.6		5.0		17.3		13.1		14.2	
Percent of All Special Education Students	1.1		0.6		24.6		72.4		1.4	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	41.0	15.6	6.7	*	23.6	11.3	17.4	8.4	16.7	11.2
Percent of All Special Education Students	0.8	0.3	0.4	*	16.4	8.2	49.9	22.5	0.9	0.5
Total Special Education Students = 1,987	16	5	8	3	326	162	992	447	18	10

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	29	NA	*	41.4	51.7	NA	NA
Principals/Vice Principals	33	*	15.2	27.3	45.5	NA	*
Teachers	864	1.7	5.4	22.8	68.9	*	0.9
Other	198	2.5	11.1	11.1	73.7	*	*
Total	1,124	2.0	6.8	21.4	68.6	*	1.0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 St. Mary's County Data

Maryland School Performance Assessment Program (MSPAP)		Percent at Satisfactory										
		State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3												
Reading	36.8	*	*	64.7	80.0	26.0	28.4	39.7	52.2	66.7	50.0	
Writing	40.0	*	*	47.1	80.0	35.4	40.0	41.6	59.6	28.6	87.5	
Language Usage	49.5	*	*	70.6	100.0	33.3	49.5	48.1	63.5	57.1	71.4	
Mathematics	41.4	*	*	70.6	80.0	23.0	28.6	54.3	59.3	57.1	50.0	
Science	38.2	*	*	52.9	70.0	29.2	33.0	50.6	59.1	57.1	37.5	
Social Studies	35.8	*	*	47.1	80.0	25.7	25.0	45.3	54.5	57.1	37.5	
Grade 5												
Reading	35.6	*	*	20.0	85.7	11.7	28.4	38.8	55.6	60.0	60.0	
Writing	39.3	*	*	40.0	71.4	24.7	38.6	45.8	60.8	83.3	80.0	
Language Usage	46.8	*	*	40.0	83.3	24.3	37.9	51.3	62.2	66.7	100.0	
Mathematics	48.2	*	*	80.0	57.1	27.1	28.7	57.8	62.3	66.7	40.0	
Science	46.3	*	*	60.0	85.7	35.3	22.8	59.2	64.0	66.7	60.0	
Social Studies	43.7	*	*	80.0	57.1	31.8	25.7	49.2	60.2	83.3	40.0	
Grade 8												
Reading	26.3	*	*	12.5	53.8	10.6	13.5	21.2	34.3	16.7	27.3	
Writing	42.5	*	*	37.5	53.8	13.0	25.0	34.3	55.9	66.7	45.5	
Language Usage	48.8	*	*	37.5	69.2	18.3	25.0	37.6	63.4	66.7	72.7	
Mathematics	45.9	*	*	75.0	69.2	26.9	21.7	48.0	54.3	66.7	72.7	
Science	45.9	*	*	62.5	84.6	25.9	23.9	47.0	58.2	50.0	63.6	
Social Studies	41.0	*	*	62.5	61.5	15.7	15.2	37.1	49.1	50.0	63.6	

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

Maryland State Department of Education
1996-1997 St. Mary's County Data

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	17.0	50.0	55.0	72.6	24.3	28.5	45.0	57.0	58.9	58.2

Percent Passing											
Maryland Functional Tests	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	*	*	93.8	100.0	92.3	95.3	98.1	99.1	80.0	*
Writing	89.0	*	*	78.6	100.0	76.5	87.6	88.2	96.3	*	*
Mathematics	84.9	*	*	100.0	87.5	73.5	73.8	86.1	89.4	80.0	*
Citizenship	84.5	*	*	93.3	75.0	73.2	65.0	91.2	91.2	80.0	*
Grade 11											
Reading	99.6	*	NA	100.0	100.0	97.8	100.0	99.7	99.7	100.0	100.0
Writing	98.0	*	NA	100.0	100.0	95.5	100.0	99.1	98.8	100.0	100.0
Mathematics	95.9	*	NA	100.0	100.0	93.5	95.7	98.8	96.7	100.0	100.0
Citizenship	95.5	*	NA	100.0	100.0	93.3	98.5	100.0	98.8	100.0	100.0
All Tests	91.8	*	NA	100.0	100.0	86.7	95.6	97.6	95.1	100.0	100.0

Mean Scores											
1997 Scholastic Aptitude Test (SAT)	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	*	457.1	507.1	447.9	437.9	513.6	524.2	*	*
Mathematics	505.0	*	*	428.6	482.9	476.3	418.6	527.9	501.2	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Talbot County Data**

Total Enrollment = 4,445	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.2		0.9		26.3		72.0		0.7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.1	0.4	0.4	13.6	12.7	37.8	34.3	0.4	0.3

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	4,445	5	3	18	20	604	563	1,679	1,523	18	12
Prekindergarten	114	0	0	0	0	25	14	38	36	1	0
Kindergarten	338	0	1	1	2	36	58	110	125	4	1
Grade 1	379	1	0	2	2	64	45	141	117	3	4
Grade 2	381	2	1	1	0	60	51	141	125	0	0
Grade 3	337	0	0	2	3	47	52	120	111	1	1
Grade 4	314	0	0	1	2	32	34	132	111	1	1
Grade 5	351	1	0	1	1	45	41	145	114	1	2
Grade 6	324	0	1	2	2	40	34	131	114	0	0
Grade 7	338	0	0	1	0	51	39	127	119	1	0
Grade 8	384	0	0	2	0	51	37	156	134	2	2
Grade 9	347	0	0	3	2	47	41	141	113	0	0
Grade 10	350	1	0	2	1	49	53	120	120	4	0
Grade 11	259	0	0	0	2	33	37	95	91	0	1
Grade 12	211	0	0	0	3	19	22	77	90	0	0
Ungraded	18	0	0	0	0	5	5	5	3	0	0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Talbot County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	*	*	97.5	97.5	94.9	95.6	95.7	95.8	92.7	95.8
Grades 7-12 (Secondary)	91.4	*	*	94.9	94.4	92.7	93.3	94.6	94.7	96.5	93.0

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	NA	*	0.00	0.00	4.38	3.07	1.95	1.33	*	0.00

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	20.2	10.2	*	*	27.2	11.3	*
Percent of Suspended Students	68.3	31.7	*	*	45.9	52.9	*
Total Students Suspended = 669	457	212	2	3	307	354	3

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	67.9	32.1	NA	1.9	41.0	54.0	3.1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Talbot County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	*		*		21.4		10.2		NA	
Percent of All Special Education Students	*		*		43.0		56.3		NA	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	*	*	NA	*	28.1	14.2	13.8	6.3	NA	NA
Percent of All Special Education Students	*	*	NA	*	29.3	13.8	39.8	16.5	NA	NA
Total Special Education Students = 581	2	1	0	1	170	80	231	96	0	0

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	15	NA	*	33.3	60.0	NA	NA
Principals/Vice Principals	17	*	*	29.4	47.1	NA	NA
Teachers	271	3.3	7.4	21.0	67.9	NA	*
Other	51	*	27.5	*	60.8	NA	*
Total	354	3.1	10.7	20.1	65.5	NA	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Talbot County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	NA	NA	*	*	25.0	28.9	31.1	51.9	*	NA
Writing	40.0	NA	NA	*	*	22.0	32.6	37.7	53.2	*	NA
Language Usage	49.5	NA	NA	*	*	41.2	44.4	52.9	66.7	*	NA
Mathematics	41.4	NA	NA	*	*	17.5	19.6	43.0	48.6	*	NA
Science	38.2	NA	NA	*	*	12.2	28.3	37.7	46.8	*	NA
Social Studies	35.8	NA	NA	*	*	4.9	30.4	32.5	45.9	*	NA
Grade 5											
Reading	35.6	*	NA	*	*	8.3	18.4	37.0	43.5	*	*
Writing	39.3	*	NA	*	*	17.5	17.5	34.5	48.7	*	*
Language Usage	46.8	*	NA	*	*	32.4	23.5	38.5	56.1	*	*
Mathematics	48.2	*	NA	*	*	12.5	17.5	56.6	59.7	*	*
Science	46.3	*	NA	*	*	12.5	15.0	53.8	55.5	*	*
Social Studies	43.7	*	NA	*	*	20.0	15.0	51.0	53.8	*	*
Grade 8											
Reading	26.3	NA	NA	*	NA	2.8	9.7	15.5	38.1	NA	*
Writing	42.5	NA	NA	*	NA	14.3	25.0	31.8	58.7	NA	*
Language Usage	48.8	NA	NA	*	NA	27.8	48.4	49.0	75.4	NA	*
Mathematics	45.9	NA	NA	*	NA	9.5	18.8	48.3	51.6	NA	*
Science	45.9	NA	NA	*	NA	19.0	21.9	47.7	65.9	NA	*
Social Studies	41.0	NA	NA	*	NA	19.0	25.0	38.4	55.6	NA	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Talbot County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	*	NA	50.0	63.3	17.4	24.7	41.0	54.3	*	*

Percent Passing											
Maryland Functional Tests	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	NA	*	*	97.6	100.0	100.0	99.1	NA	*
Writing	89.0	NA	NA	*	*	81.1	91.4	89.4	96.3	NA	NA
Mathematics	84.9	NA	NA	*	*	95.1	94.4	97.7	95.5	NA	*
Citizenship	84.5	NA	NA	*	*	70.0	65.7	90.8	87.4	NA	*
Grade 11											
Reading	99.6	NA	NA	NA	*	100.0	100.0	100.0	100.0	*	*
Writing	98.0	NA	NA	NA	*	92.3	96.6	97.5	100.0	*	NA
Mathematics	95.9	NA	NA	NA	*	100.0	100.0	100.0	100.0	*	*
Citizenship	95.5	NA	NA	NA	*	100.0	100.0	100.0	100.0	*	NA
All Tests	91.8	NA	NA	NA	*	92.3	96.6	97.5	100.0	*	*

Mean Scores											
1997 Scholastic Aptitude Test (SAT)	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	NA	NA	*	*	420.8	529.7	529.0	NA	*
Mathematics	505.0	*	NA	NA	*	*	370.8	504.4	492.2	NA	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Washington County Data**

Total Enrollment = 19,896	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.1		1.1		5.9		91.9		1.1	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.0	0.0	0.5	0.6	2.9	3.0	47.1	44.8	0.6	0.5

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	19,896	5	5	106	110	577	605	9,368	8,907	119	94
Prekindergarten	428	1	0	3	2	11	13	211	179	1	7
Kindergarten	1,548	1	2	6	5	44	50	731	684	14	11
Grade 1	1,638	0	0	6	12	66	57	760	724	5	8
Grade 2	1,583	0	0	7	4	62	59	719	717	10	5
Grade 3	1,553	0	1	5	8	53	64	707	688	20	7
Grade 4	1,588	1	1	10	8	52	50	780	672	5	9
Grade 5	1,567	1	0	5	16	33	49	726	721	11	5
Grade 6	1,526	1	0	12	13	54	51	715	670	5	5
Grade 7	1,548	0	0	10	13	40	34	757	676	9	9
Grade 8	1,519	0	0	8	8	44	45	693	705	10	6
Grade 9	1,565	0	1	11	5	42	40	769	689	0	8
Grade 10	1,342	0	0	11	6	23	45	625	620	8	4
Grade 11	1,271	0	0	7	5	25	25	598	597	12	2
Grade 12	1,105	0	0	5	5	20	20	512	530	6	7
Ungraded	115	0	0	0	0	8	3	65	35	3	1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Washington County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	*	*	97.6	97.2	95.3	95.2	96.1	96.0	94.8	94.5
Grades 7-12 (Secondary)	91.4	NA	*	96.4	97.2	93.5	93.6	95.1	95.0	95.0	93.7

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	NA	*	0.00	0.00	14.97	4.38	5.67	4.15	0.00	7.41

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	8.3	2.9	NA	4.3	12.9	5.2	6.3
Percent of Suspended Students	74.8	25.2	NA	0.8	13.6	84.4	1.2
Total Students Suspended = 1,097	821	276	0	9	149	926	13

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	51.7	48.3	*	1.1	13.7	82.8	2.3

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Washington County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	*		4.2		14.8		14.2		8.9	
Percent of All Special Education Students	*		0.3		6.2		92.7		0.7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	*	NA	5.7	*	20.6	9.3	18.3	10.0	10.9	6.4
Percent of All Special Education Students	*	NA	0.2	*	4.2	2.0	61.0	31.7	0.5	0.2
Total Special Education Students = 2,805	1	0	6	3	119	56	1,711	890	13	6

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	35	NA	NA	54.3	45.7	NA	NA
Principals/Vice Principals	63	NA	*	65.1	31.7	NA	NA
Teachers	1,233	*	0.9	26.8	71.8	*	*
Other	309	NA	2.6	11.0	86.1	NA	*
Total	1,640	*	1.3	25.9	72.4	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Washington County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	NA	*	*	50.0	25.0	35.5	36.1	48.4	7.7	33.3
Writing	40.0	NA	*		37.5	17.9	42.2	32.5	47.7	20.0	16.7
Language Usage	49.5	NA	*	*	87.5	20.8	49.2	42.0	55.7	21.4	33.3
Mathematics	41.4	NA	*		62.5	21.4	29.7	43.2	49.8	13.3	16.7
Science	38.2	NA	*		62.5	17.9	26.6	37.8	46.2	6.7	50.0
Social Studies	35.8	NA	*		62.5	19.6	25.0	37.3	45.2	6.7	50.0
Grade 5											
Reading	35.6	*	*		75.0	21.4	35.7	36.6	49.3	30.0	40.0
Writing	39.3	*	*		68.8	20.7	27.7	38.0	49.8	50.0	60.0
Language Usage	46.8	*	*		56.3	20.7	27.7	41.5	55.3	40.0	60.0
Mathematics	48.2	*	*		56.3	20.7	27.7	54.5	55.9	70.0	40.0
Science	46.3	*	*		75.0	24.1	38.3	53.7	56.8	80.0	60.0
Social Studies	43.7	*	*		62.5	24.1	29.8	49.7	55.9	60.0	60.0
Grade 8											
Reading	26.3	NA	NA		75.0	14.6	19.5	26.9	40.5	33.3	40.0
Writing	42.5	NA	NA		87.5	19.5	34.1	42.7	59.9	66.7	60.0
Language Usage	48.8	NA	NA		87.5	24.4	46.3	47.8	66.4	66.7	80.0
Mathematics	45.9	NA	NA		75.0	31.7	34.1	60.5	62.0	50.0	40.0
Science	45.9	NA	NA		75.0	31.7	39.0	55.4	61.1	50.0	60.0
Social Studies	41.0	NA	NA		75.0	26.8	39.0	44.0	52.1	50.0	60.0

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Washington County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	*	*	44.9	67.7	22.2	33.7	43.5	53.3	34.4	46.9

Percent Passing											
Maryland Functional Tests	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	*	100.0	100.0	94.1	97.6	98.4	99.4	NA	100.0
Writing	89.0	NA	*	100.0	100.0	80.0	100.0	86.7	95.6	NA	100.0
Mathematics	84.9	NA	*	100.0	100.0	85.3	85.4	95.0	96.0	NA	100.0
Citizenship	84.5	NA	*	90.0	100.0	73.5	58.5	86.7	86.1	NA	87.5
Grade 11											
Reading	99.6	NA	NA	100.0	100.0	100.0	100.0	100.0	100.0	100.0	*
Writing	98.0	NA	NA	100.0	100.0	93.8	100.0	98.9	99.3	100.0	NA
Mathematics	95.9	NA	NA	100.0	100.0	87.5	100.0	99.5	99.6	100.0	*
Citizenship	95.5	NA	NA	100.0	100.0	100.0	100.0	98.8	97.3	100.0	*
All Tests	91.8	NA	NA	100.0	100.0	81.3	100.0	97.3	96.5	100.0	NA

Mean Scores											
1997 Scholastic Aptitude Test (SAT)	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	*	*	464.3	410.0	384.0	516.6	502.2	*	*
Mathematics	505.0	*	*	*	484.3	410.0	362.0	537.1	493.7	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Wicomico County Data**

Total Enrollment = 13,900	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.1		1.7		34.7		62.5		1.1	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.0	0.0	1.0	0.7	17.6	17.1	32.1	30.4	0.6	0.5

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	13,900	5	3	139	100	2,453	2,372	4,461	4,220	80	67
Prekindergarten	222	0	0	5	3	54	76	50	28	2	4
Kindergarten	1,040	0	0	4	5	207	207	304	292	13	8
Grade 1	1,231	0	1	8	5	254	229	374	348	6	6
Grade 2	1,138	0	0	11	2	214	187	359	349	9	7
Grade 3	1,084	0	0	10	8	181	178	366	328	7	6
Grade 4	1,061	0	0	7	6	191	157	352	336	8	4
Grade 5	1,123	0	0	14	8	224	168	357	343	3	6
Grade 6	1,162	1	1	12	7	220	174	375	364	4	4
Grade 7	1,033	2	0	12	11	188	175	314	322	8	1
Grade 8	1,022	0	0	7	7	165	186	333	315	4	5
Grade 9	1,056	0	1	16	11	172	182	340	326	4	4
Grade 10	948	0	0	13	5	132	158	344	286	6	4
Grade 11	877	1	0	7	12	112	147	292	297	3	6
Grade 12	767	1	0	12	10	102	123	254	262	3	0
Ungraded	136	0	0	1	0	37	25	47	24	0	2

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Maryland State Department of Education
1996-1997 Wicomico County Data

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	*	*	97.0	97.0	94.6	95.1	95.0	94.9	94.5	92.7
Grades 7-12 (Secondary)	91.4	*	*	96.2	96.1	89.4	89.6	92.4	91.9	92.6	94.7

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	*	*	7.41	4.76	11.86	6.79	6.60	3.81	10.00	0.00

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	16.8	6.7	*	3.0	21.3	7.1	9.9
Percent of Suspended Students	72.6	27.4	*	0.4	61.4	37.3	0.9
Total Students Suspended = 1,631	1,184	447	1	7	1,001	608	14

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	52.4	47.6	NA	1.2	62.7	33.9	2.2

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Wicomico County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	62.5		7.5		11.5		9.9		8.2	
Percent of All Special Education Students	0.3		1.2		38.2		59.4		0.8	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	*	*	10.1	*	15.2	7.6	13.7	5.9	7.5	9.0
Percent of All Special Education Students	*	*	1.0	*	25.8	12.4	42.1	17.3	0.4	0.4
Total Special Education Students = 1,448	4	1	14	4	373	180	609	251	6	6

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	30	*	*	56.7	23.3	NA	NA
Principals/Vice Principals	48	12.5	22.9	25.0	39.6	NA	NA
Teachers	890	2.9	10.7	21.1	65.1	NA	*
Other	276	4.3	21.0	6.5	67.8	*	NA
Total	1,244	3.7	13.5	18.9	63.7	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Wicomico County Data**

Maryland School Performance Assessment Program (MSPAP)		Percent at Satisfactory										
		State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
			Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3												
Reading	36.8	NA	NA	87.5	28.6	16.3	21.3	32.4	43.5	*	57.1	
Writing	40.0	NA	NA	50.0	57.1	15.9	29.8	30.5	45.1	*	85.7	
Language Usage	49.5	NA	NA	62.5	71.4	23.0	49.7	51.0	63.1	*	71.4	
Mathematics	41.4	NA	NA	75.0	71.4	12.5	14.0	43.0	46.7	*	42.9	
Science	38.2	NA	NA	50.0	57.1	17.6	14.0	35.3	47.6	*	42.9	
Social Studies	35.8	NA	NA	37.5	42.9	12.5	18.7	30.5	45.1	*	57.1	
Grade 5												
Reading	35.6	NA	NA	27.3	*	13.8	20.9	27.1	43.9	*	50.0	
Writing	39.3	NA	NA	45.5	*	12.9	28.6	36.8	53.2	*	0.0	
Language Usage	46.8	NA	NA	63.6	*	20.4	33.3	42.7	61.4	*	33.3	
Mathematics	48.2	NA	NA	63.6	*	17.6	19.3	42.7	48.6	*	16.7	
Science	46.3	NA	NA	54.5	*	18.1	19.3	47.8	52.9	*	33.3	
Social Studies	43.7	NA	NA	54.5	*	17.6	23.6	40.4	51.4	*	50.0	
Grade 8												
Reading	26.3	NA	NA	*	14.3	3.3	12.3	13.1	28.4	*	*	
Writing	42.5	NA	NA	*	14.3	13.5	24.2	28.2	53.7	*	*	
Language Usage	48.8	NA	NA	*	28.6	18.8	33.5	37.7	63.7	*	*	
Mathematics	45.9	NA	NA	*	42.9	14.2	18.1	49.1	44.7	*	*	
Science	45.9	NA	NA	*	57.1	16.8	20.9	44.0	49.3	*	*	
Social Studies	41.0	NA	NA	*	42.9	12.3	24.7	34.2	46.3	*	*	

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Wicomico County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	NA	NA	54.3	45.4	15.5	23.6	37.1	49.4	23.1	43.8

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	*	100.0	100.0	93.1	97.5	99.0	99.0	*	*
Writing	89.0	NA	*	100.0	100.0	74.8	91.8	93.1	96.1	*	*
Mathematics	84.9	NA	*	81.8	100.0	58.3	63.3	83.7	86.6	*	*
Citizenship	84.5	NA	NA	80.0	100.0	84.8	75.0	95.7	95.6	80.0	*
Grade 11											
Reading	99.6	*	NA	100.0	100.0	98.9	100.0	100.0	100.0	*	100.0
Writing	98.0	*	NA	100.0	90.0	97.8	98.5	100.0	100.0	*	100.0
Mathematics	95.9	*	NA	100.0	100.0	87.1	91.0	98.1	98.2	*	100.0
Citizenship	95.5	*	NA	100.0	100.0	93.6	92.5	99.2	96.7	*	100.0
All Tests	91.8	*	NA	100.0	90.0	82.1	85.6	98.1	95.6	*	100.0

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	NA	445.0	522.9	440.4	454.9	529.5	537.0	*	*
Mathematics	505.0	*	NA	570.0	621.4	443.8	451.7	545.3	526.1	*	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Worcester County Data**

Total Enrollment = 6,764	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.0		0.9		29.8		68.1		1.1	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.0	0.0	0.4	0.5	15.2	14.7	35.7	32.4	0.7	0.4

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	6,764	1	2	30	34	1,026	991	2,415	2,191	45	29
Prekindergarten	136	0	1	0	1	36	22	40	35	0	1
Kindergarten	505	0	0	2	3	77	73	189	153	5	3
Grade 1	531	0	0	0	0	84	87	183	170	2	5
Grade 2	570	1	0	2	2	75	88	188	207	5	2
Grade 3	524	0	0	2	2	85	68	174	185	5	3
Grade 4	556	0	0	2	1	81	78	202	186	2	4
Grade 5	454	0	0	2	2	62	56	164	163	5	0
Grade 6	566	0	0	2	5	72	106	193	181	4	3
Grade 7	502	0	0	1	4	66	63	193	172	1	2
Grade 8	542	0	0	6	3	93	82	198	155	3	2
Grade 9	532	0	0	4	1	98	77	203	145	3	1
Grade 10	439	0	0	3	4	71	53	157	149	0	2
Grade 11	434	0	0	3	3	52	69	157	146	4	0
Grade 12	412	0	1	1	2	59	62	151	132	4	0
Ungraded	61	0	0	0	1	15	7	23	12	2	1

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Worcester County Data**

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Attendance											
Grades 1-6 (Elementary)	95.1	*	*	95.7	96.6	96.2	95.9	95.0	95.0	92.8	92.3
Grades 7-12 (Secondary)	91.4	NA	NA	93.4	91.3	93.8	93.2	92.9	93.1	89.3	89.1

	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Dropouts											
Grades 9-12	4.66	NA	NA	6.67	0.00	3.26	2.67	5.43	2.97	16.67	*

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Suspensions							
Percent of Group Enrollment who were Suspended	12.8	4.5	NA	*	14.2	6.5	6.8
Percent of Suspended Students	75.6	24.4	NA	*	48.0	50.8	0.9
Total Students Suspended = 581	439	142	0	2	279	295	5

	Male	Female	American Indian	Asian/Pacific Islander	African American	White	Hispanic
Title I							
Percent of Title I Recipients	54.6	45.4	NA	NA	59.8	40.2	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Worcester County Data**

Special Education	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Group Enrollment Receiving Special Education Services	*		*		16.2		9.0		8.1	
Percent of All Special Education Students	*		*		43.4		55.4		0.8	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Group Enrollment Receiving Special Education Services	*	NA	*	*	20.5	11.7	12.0	5.8	*	*
Percent of All Special Education Students	*	NA	*	*	28.0	15.4	38.5	16.9	*	*
Total Special Education Students = 751	1	0	1	1	210	116	289	127	4	2

Staff	Total	African American		White		Other (American Indian, Asian/Pacific Islander, Hispanic)	
		Male	Female	Male	Female	Male	Female
Central Office	23	*	*	52.2	39.1	NA	NA
Principals/Vice Principals	26	19.2	*	42.3	34.6	NA	NA
Teachers	425	2.6	8.7	21.6	66.8	NA	*
Other	167	*	25.1	6.6	65.3	NA	*
Total	641	3.3	12.6	19.7	64.1	NA	*

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

**Maryland State Department of Education
1996-1997 Worcester County Data**

Maryland School Performance Assessment Program (MSPAP)	Percent at Satisfactory										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 3											
Reading	36.8	NA	NA	*	*	17.3	30.2	42.9	53.4	20.0	*
Writing	40.0	NA	NA	*	*	21.0	33.3	45.2	59.7	60.0	*
Language Usage	49.5	NA	NA	*	*	27.2	47.6	50.0	61.8	20.0	*
Mathematics	41.4	NA	NA	*	*	11.1	17.5	47.6	54.5	60.0	*
Science	38.2	NA	NA	*	*	7.4	14.3	38.1	49.7	40.0	*
Social Studies	35.8	NA	NA	*	*	12.3	17.5	39.3	47.1	40.0	*
Grade 5											
Reading	35.6	NA	NA	*	*	6.7	14.5	30.8	38.7	*	NA
Writing	39.3	NA	NA	*	*	9.8	27.3	36.7	53.7	*	NA
Language Usage	46.8	NA	NA	*	*	13.3	34.5	38.5	51.5	*	NA
Mathematics	48.2	NA	NA	*	*	18.0	25.5	53.3	50.6	*	NA
Science	46.3	NA	NA	*	*	13.1	18.2	49.1	53.0	*	NA
Social Studies	43.7	NA	NA	*	*	8.2	14.5	38.5	48.2	*	NA
Grade 8											
Reading	26.3	NA	NA	20.0	*	6.7	25.0	22.1	44.6	*	*
Writing	42.5	NA	NA	60.0	*	13.5	33.8	33.8	63.6	*	*
Language Usage	48.8	NA	NA	40.0	*	20.2	41.3	41.5	70.5	*	*
Mathematics	45.9	NA	NA	60.0	*	19.1	21.3	58.6	67.5	*	*
Science	45.9	NA	NA	40.0	*	20.2	21.3	45.5	62.3	*	*
Social Studies	41.0	NA	NA	40.0	*	11.2	23.8	36.9	51.7	*	*

NOTE: Percentages may not total 100.0 due to rounding.

* Fewer than 5 in the category

NA - None in the category

**Maryland State Department of Education
1996-1997 Worcester County Data**

1997 MSPAP Composite Index	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Total	41.8	NA	NA	54.2	44.4	14.5	25.9	41.5	54.4	43.1	20.0

Maryland Functional Tests	Percent Passing										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 9											
Reading	97.3	NA	NA	100.0	*	95.8	98.7	98.0	99.3	*	*
Writing	89.0	NA	NA	*	*	84.2	94.8	91.3	94.9	*	*
Mathematics	84.9	NA	NA	100.0	*	72.6	82.1	89.8	94.2	*	*
Citizenship	84.5	NA	NA	100.0	*	65.3	75.6	89.8	89.1	*	*
Grade 11											
Reading	99.6	NA	NA	*	*	100.0	100.0	99.3	100.0	*	NA
Writing	98.0	NA	NA	*	*	98.0	100.0	96.5	100.0	*	NA
Mathematics	95.9	NA	NA	*	*	95.9	90.6	95.8	96.9	*	NA
Citizenship	95.5	NA	NA	*	*	98.0	93.8	97.2	98.5	*	NA
All Tests	91.8	NA	NA	*	*	91.8	87.5	93.7	95.4	*	NA

1997 Scholastic Aptitude Test (SAT)	Mean Scores										
	State Data	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Verbal	501.0	*	*	*	*	386.2	414.4	495.5	514.5	*	NA
Mathematics	505.0	*	*	*	*	425.4	411.5	527.3	498.8	*	NA

NOTE: Percentages may not total 100.0 due to rounding. * Fewer than 5 in the category NA - None in the category

Appendix

1992-1997 State Enrollment Data Tables

Maryland State Department of Education
1992-1993 State Enrollment Data

Total Enrollment = 751,850	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.3		3.7		33.6		59.8		2.7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.1	0.1	1.9	1.8	17.1	16.6	30.7	29.0	1.4	1.3

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	751,850	1,033	942	13,991	13,512	128,301	124,541	231,111	218,154	10,663	9,602
Prekindergarten	16,081	36	12	199	175	4,105	3,775	3,925	3,150	385	319
Kindergarten	59,641	111	82	1,023	957	9,681	9,335	18,964	17,775	874	839
Grade 1	62,608	95	76	1,037	998	10,513	10,025	19,800	18,368	875	821
Grade 2	61,983	77	89	1,043	1,010	10,334	9,983	19,326	18,483	856	782
Grade 3	61,199	89	85	1,052	1,068	10,400	9,988	19,116	17,883	794	724
Grade 4	60,287	84	75	1,032	1,019	10,248	9,976	18,633	17,657	794	769
Grade 5	59,139	80	77	1,021	1,070	9,972	10,039	18,150	17,333	706	691
Grade 6	58,196	72	77	1,028	995	10,296	9,882	17,619	16,773	744	710
Grade 7	56,395	81	65	1,037	1,022	9,883	9,573	16,955	16,355	738	686
Grade 8	52,815	63	53	971	1,043	8,945	8,933	15,917	15,575	678	637
Grade 9	56,567	73	77	1,064	1,010	10,538	10,205	16,550	15,482	871	697
Grade 10	49,977	52	54	1,102	1,016	8,311	8,270	14,982	14,748	754	688
Grade 11	42,825	38	57	1,076	996	6,092	6,821	13,223	13,316	656	550
Grade 12	40,426	40	46	1,070	1,010	5,350	6,142	12,947	12,793	540	488
Ungraded	13,711	42	17	236	123	3,633	1,594	5,004	2,463	398	201

NOTE: Percents may not equal 100% due to rounding.

**Maryland State Department of Education
1993-1994 State Enrollment Data**

Total Enrollment = 771,377	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.3		3.7		34.2		58.9		2.9	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.2	0.1	1.9	1.8	17.4	16.8	30.3	28.6	1.5	1.4

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	771,377	1,167	1,065	14,543	14,174	133,884	129,579	233,606	220,883	11,708	10,768
Prekindergarten	17,998	45	29	244	228	4,526	4,427	4,220	3,448	443	388
Kindergarten	60,300	113	83	1,090	1,019	10,360	9,595	18,583	17,550	996	911
Grade 1	64,418	118	107	1,124	1,116	11,009	10,601	19,894	18,557	945	947
Grade 2	62,363	104	84	1,069	1,051	10,604	10,233	19,364	18,137	872	845
Grade 3	62,030	97	93	1,095	1,046	10,434	10,084	19,074	18,358	901	848
Grade 4	61,166	99	102	1,078	1,103	10,425	10,060	18,947	17,754	844	754
Grade 5	60,323	91	79	1,068	1,033	10,269	10,163	18,412	17,541	832	835
Grade 6	60,047	103	75	1,067	1,124	10,599	10,301	18,074	17,216	767	721
Grade 7	58,346	75	86	1,069	1,043	10,342	10,131	17,410	16,608	815	767
Grade 8	55,264	71	79	1,075	1,057	9,398	9,419	16,544	16,121	763	737
Grade 9	59,885	84	73	1,114	1,169	11,480	10,806	17,085	16,233	979	862
Grade 10	49,947	53	58	1,075	1,019	8,322	8,345	15,129	14,503	770	673
Grade 11	45,997	42	50	1,107	1,050	6,877	7,357	14,050	14,044	721	699
Grade 12	40,550	40	48	1,062	999	5,537	6,438	12,522	12,724	623	557
Ungraded	12,743	32	19	206	117	3,702	1,619	4,298	2,089	437	224

NOTE: Percents may not equal 100% due to rounding.

**Maryland State Department of Education
1994-1995 State Enrollment Data**

Total Enrollment = 790,938	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.3		3.8		34.7		58.1		3.1	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.2	0.1	1.9	1.9	17.6	17.0	29.9	28.2	1.6	1.5

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	790,938	1,235	1,120	15,139	14,666	139,478	134,783	236,366	223,354	12,854	11,943
Prekindergarten	18,834	49	24	316	213	4,799	4,325	4,660	3,513	482	453
Kindergarten	62,341	146	138	1,089	1,025	10,703	10,413	18,909	17,690	1,146	1,082
Grade 1	65,377	121	86	1,225	1,164	11,679	10,848	19,577	18,514	1,128	1,035
Grade 2	64,160	107	111	1,188	1,153	11,034	10,769	19,508	18,274	1,014	1,002
Grade 3	62,270	102	82	1,120	1,081	10,700	10,376	19,031	17,932	957	889
Grade 4	61,982	92	88	1,141	1,068	10,519	10,291	18,797	18,188	911	887
Grade 5	61,010	97	90	1,101	1,139	10,496	10,070	18,803	17,531	886	797
Grade 6	60,953	95	79	1,073	1,081	10,909	10,493	18,218	17,253	876	876
Grade 7	60,049	88	76	1,102	1,160	10,663	10,449	17,802	17,064	852	793
Grade 8	57,222	68	78	1,103	1,055	9,950	9,966	16,986	16,377	847	792
Grade 9	63,067	84	95	1,191	1,142	12,403	11,679	17,566	16,958	1,016	933
Grade 10	51,978	57	59	1,081	1,186	8,786	8,911	15,263	14,960	861	814
Grade 11	45,585	46	49	1,100	1,024	6,772	7,510	13,956	13,750	734	644
Grade 12	43,223	43	50	1,089	1,044	6,200	6,976	13,161	13,318	644	698
Ungraded	12,887	40	15	220	131	3,865	1,707	4,129	2,032	500	248

NOTE: Percents may not equal 100% due to rounding.

**Maryland State Department of Education
1995-1996 State Enrollment Data**

Total Enrollment = 805,544	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.3		3.8		35.0		57.5		3.3	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.2	0.1	2.0	1.9	17.8	17.2	29.6	28.0	1.7	1.6

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	805,544	1,262	1,169	15,753	15,188	143,305	138,776	238,108	225,284	13,944	12,755
Prekindergarten	19,092	50	40	292	211	4,908	4,385	4,544	3,669	533	460
Kindergarten	63,232	133	123	1,154	1,057	11,271	10,570	18,761	17,649	1,297	1,217
Grade 1	67,348	115	125	1,223	1,181	12,133	11,578	19,954	18,616	1,255	1,168
Grade 2	65,055	113	88	1,286	1,178	11,643	11,071	19,173	18,305	1,154	1,044
Grade 3	63,940	106	94	1,221	1,182	11,180	10,927	19,090	18,070	1,047	1,023
Grade 4	62,207	99	78	1,145	1,102	10,718	10,516	18,867	17,814	957	911
Grade 5	61,814	92	108	1,188	1,127	10,501	10,371	18,646	17,950	934	897
Grade 6	61,099	89	93	1,150	1,167	10,894	10,274	18,482	17,219	914	817
Grade 7	60,747	84	80	1,136	1,118	10,849	10,643	17,988	17,013	926	910
Grade 8	58,835	81	78	1,162	1,193	10,073	10,311	17,454	16,807	880	796
Grade 9	64,468	79	100	1,212	1,159	12,562	11,761	18,116	17,367	1,124	988
Grade 10	54,286	77	58	1,209	1,187	9,163	9,561	15,728	15,535	916	852
Grade 11	47,345	56	52	1,078	1,177	7,192	7,973	14,133	14,181	749	754
Grade 12	42,974	44	38	1,073	1,020	6,206	7,084	13,080	13,122	685	622
Ungraded	13,102	44	14	224	129	4,012	1,751	4,092	1,967	573	296

NOTE: Percents may not equal 100% due to rounding.

**Maryland State Department of Education
1996-1997 State Enrollment Data**

Total Enrollment = 818,583	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.3		3.9		35.6		56.7		3.5	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.2	0.1	2.0	1.9	18.0	17.5	29.1	27.5	1.8	1.7

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	818,583	1,350	1,219	16,319	15,691	147,748	143,581	238,519	225,358	14,959	13,839
Prekindergarten	19,639	51	39	308	235	5,049	4,565	4,577	3,669	588	558
Kindergarten	61,856	158	129	1,125	1,045	11,423	10,740	17,740	16,771	1,422	1,303
Grade 1	68,645	126	117	1,290	1,179	12,828	11,983	19,856	18,572	1,392	1,302
Grade 2	66,645	111	103	1,250	1,214	12,129	11,748	19,396	18,228	1,279	1,187
Grade 3	64,728	112	85	1,297	1,207	11,708	11,204	18,873	18,010	1,166	1,066
Grade 4	63,693	101	97	1,249	1,216	11,197	11,069	18,916	17,726	1,064	1,058
Grade 5	62,178	103	75	1,166	1,133	10,755	10,675	18,675	17,668	976	952
Grade 6	61,962	91	111	1,212	1,117	11,039	10,626	18,364	17,526	960	916
Grade 7	61,268	79	88	1,171	1,188	11,077	10,559	18,282	16,992	985	847
Grade 8	59,236	77	82	1,171	1,145	10,140	10,414	17,563	16,800	908	936
Grade 9	65,307	101	92	1,292	1,320	12,341	12,000	18,535	17,495	1,145	986
Grade 10	56,261	65	78	1,239	1,208	9,662	9,914	16,230	16,043	951	871
Grade 11	49,695	84	55	1,234	1,179	7,764	8,640	14,544	14,571	800	824
Grade 12	44,232	46	54	1,068	1,168	6,463	7,574	13,104	13,390	669	696
Ungraded	13,238	45	14	247	137	4,173	1,870	3,864	1,897	654	337

NOTE: Percents may not equal 100% due to rounding.

**Maryland State Department of Education
1997-1998 State Enrollment Data**

Total Enrollment = 830,744	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
Percent of Total Enrollment by Race	0.3		4.0		36.1		55.9		3.7	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Percent of Total Enrollment by Race and Gender	0.2	0.2	2.0	1.9	18.3	17.8	28.7	27.2	1.9	1.8

Enrollment	Total	American Indian		Asian/Pacific Islander		African American		White		Hispanic	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Sept. 30 Total Enrollment	830,744	1,377	1,279	16,874	16,133	152,160	147,562	238,791	225,644	16,080	14,844
Prekindergarten	19,739	37	35	303	236	4,925	4,513	4,716	3,836	628	510
Kindergarten	60,385	146	143	1,164	1,103	11,215	10,579	17,205	15,996	1,432	1,402
Grade 1	67,742	143	109	1,298	1,224	13,045	12,229	18,913	17,859	1,516	1,406
Grade 2	67,998	111	122	1,306	1,206	12,783	12,116	19,306	18,321	1,404	1,323
Grade 3	66,482	106	101	1,277	1,264	12,223	11,928	19,052	18,022	1,301	1,208
Grade 4	64,763	103	82	1,340	1,207	11,740	11,348	18,777	17,896	1,186	1,084
Grade 5	63,554	101	106	1,257	1,236	11,206	11,222	18,696	17,543	1,094	1,093
Grade 6	62,145	95	75	1,193	1,144	11,183	10,810	18,364	17,302	1,012	967
Grade 7	62,200	86	98	1,259	1,150	11,270	10,911	18,137	17,380	974	935
Grade 8	60,010	91	95	1,200	1,245	10,480	10,313	17,869	16,861	983	873
Grade 9	66,172	96	98	1,317	1,264	12,764	12,202	18,592	17,522	1,194	1,123
Grade 10	57,711	85	82	1,302	1,330	9,887	10,286	16,628	16,251	968	892
Grade 11	51,580	60	65	1,222	1,200	8,157	9,037	15,024	15,115	875	825
Grade 12	46,532	67	48	1,177	1,191	6,939	8,128	13,611	13,829	745	797
Ungraded	13,731	50	20	259	133	4,343	1,940	3,901	1,911	768	406

NOTE: Percents may not equal 100% due to rounding.

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